

**THE EFFECTIVENESS OF USING MIND MAPPING TO IMPROVE
STUDENTS' WRITING ABILITY IN PROCEDURE TEXT
AT THE FIRST SEMESTER OF THE NINTH GRADE
OF SMP NEGERI 11 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfillment of
the Requirement for S1-Degree

By:

**RONA NURJANAH
NPM 1311040140**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

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By:

**RONA NURJANAH
NPM 1311040140**

Study Program : English Education Department
Advisor : Meisuri, M.Pd
Co-Advisor : Dewi Kurniawati, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

ABSTRACT

THE EFFECTIVENESS OF USING MIND MAPPING TO IMPROVE STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMP NEGERI 11 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

**By
RONA NURJANAH**

The objective of this research is to know the effectiveness of using mind mapping to improve students' writing ability in procedure text. There were two variables in this research, the independent variable was mind mapping (X) and dependent variable was the students' writing ability in procedure text (Y).

The research methodology used was experimental method. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used mind mapping, whereas in the control class the researcher used free writing. Each class received the same pre-test and post-test. The population of this research was the ninth grade of SMP Negeri 11 Bandar Lampung. The samples of this research were 2 classes consisting of 77 students. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher used instrument pre-test and post-test. The instrument was procedure text writing test. After giving the post-test, the researcher analyzed the data by using SPSS to computer independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.00$ and $= 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there is an effectiveness of using Mind Mapping to improve students' writing ability in procedure text at the first semester at the ninth grade of SMP Negeri 11 Bandar Lampung in the academic year of 2017/2018.

Keywords : Mind Mapping, Procedure Text, Quasi Experimental Design, Writing Ability.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. H. Letkol Endro Suratmin Sukaramo Bandar Lampung ☎ (0721) 703260

APPROVAL

**Title : THE EFFECTIVENES OF USING MIND MAPPING TO
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PROCEDURE TEXT AT THE FIRST SEMESTER OF
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LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

Student's Name : Rona Nurjanah

Student's Number : 1311040140

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung

Advisor,

Meisuri, M.Pd

NIP. 19800515 200312 2 004

Co-advisor,

Dewi Kurniawati, M.Pd.

NIP. 19800601 200604 2 047

**The Chairperson of
English Educational Program**

Meisuri, M.Pd

NIP. 19800515 200312 2 004



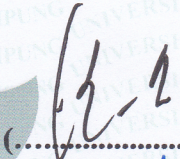

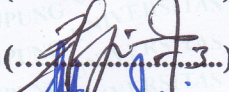

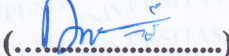
KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: **THE EFFECTIVENES OF USING MIND MAPPING TO IMPROVE STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMP NEGERI 11 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**, by: **RONA NURJANA**H, NPM: 1311040140, Study Program: English Education was tested and defended in the examination session held on: Monday, November 20th 2017.

Board of examiners:

The Chairperson	: Bambang Irfani, M.Pd	()
The Secretary	: Nunun Indrasari, M.Pd	()
The Primary Examiner	: Iwan Kurniawan, M.Pd	()
The First Co-Examiner	: Meisuri, M.Pd	()
The Second Co-Examiner	: Dewi Kurniawati M.Pd	()



**The Dean of
Tarbiyah and Teacher Training Faculty**

Dr. H Chairul Anwar, M.Pd
NIP. 19560810 198703 1 001

DECLARATION

Hereby, I state this thesis entitled “The Effectiveness of Using Mind Mapping to Improve Students’ Writing Ability in Procedure Text at the First Semester of the Ninth Grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 2017
Declared by,

Rona Nurjanah
NPM. 1311040140

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, By the pen and by the (record) which (Men) write”.¹ (Al-Qalam: 1)

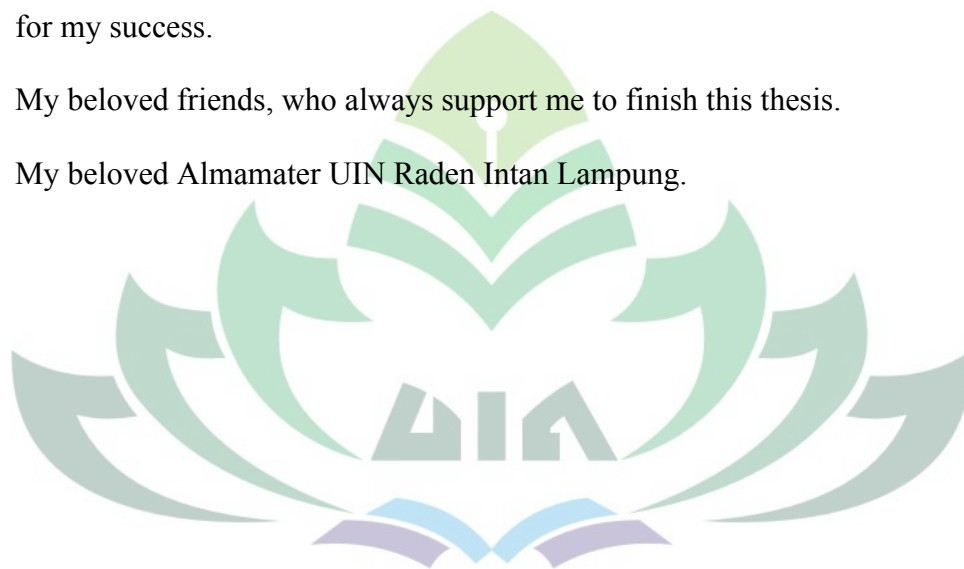


¹ Abdullah Yusuf Ali, *The Holy Qur'an English Translation of the Meanings*, (New Johar: The King Fahd Holy Qur'an Complex, 1987), p. 57

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Daldiri and Mrs Margiasih who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved elder sister, younger sister, and younger brother; Desti Nurulyani, Ari Nur Safitri and Ahmad Chairul Anwar who always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Rona Nurjanah. Her nick name is Rona. She was born in Bandar Jaya on September 21, 1995. She is the second of Mr. Daldiri and Mrs. Margiasih's children. She has one elder sister whose names is Desti Nurulyani, one younger sister whose names is Ari Nur Safitri and one younger brother whose name is Ahmad Chairul Anwar.

She began her study at elementary school of SD Negeri 1 Terusan Nunyai in 2002 and graduated in 2007. Then, she continued at Junior High School of SMP Negeri 1 Terusan Nunyai in 2007. After she graduated from Junior High School in 2010, she continued her study at Senior High School at MAN 1 Lampung Tengah in 2010 and graduated in 2013. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in State Islamic University of Raden Intan Lampung (UIN), she joined with some organizations in her faculty called KOPMA (Koprasi Mahasiswa) as treasurer of infak and shadaqah, and UKM Bahasa as member of information and communication division. She has joined since 2013 till now. And PMII as member of organization.

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Effectiveness of Using Mind Mapping to Improve Students’ Writing Ability in Procedure Text at the First Semester of the Ninth Grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
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3. Dewi Kurniawati, M.Pd, the second advisor, who has patiently guided and helped in correcting and giving countless time for the researcher to finish this thesis well.
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7. The researcher's parents; Daldiri and Margiasih, the researcher's elder sister, Desti Nuruyani, young sister, Ari Nur Safitri and young brother, Ahmad Chairul Anwar who always give love and support for the researcher.
10. The researcher's beloved friends (D' bebel geng's); Desri, Devitya, Nina, Anil, Rahma, Kiki, Tuty, Eka, Lutfy thanks for your friendship and for all of the researcher's friends of English Program of State Islamic University of Raden Intan Lampung (UIN), especially C Class thank you for your help and motivation that given to researcher.
11. The researcher's beloved friends (kosan Pojok); Ulum Ma'rifah, Vandiana Gustia laraswati, Suharti, Ana Novita Rahayu.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher

particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2017
The Researcher,

Rona Nurjanah
NPM.1311040140



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CHAPTER I INTRODUCTION

A. Background of the Problem

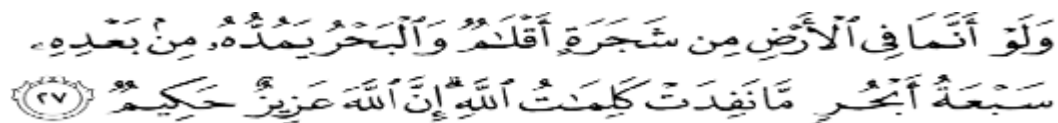
Patel says that, Language is a tool used by people to communicate. Language is the institution whereby humans communicate and interact with one another by means of habitually used oral auditory arbitrary symbols.¹ Therefore, language is a human' way to communicate and do interact each other with verbal symbols and so forth.

Patel says that Language is very important to interact and communicate with others People. English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.² Consequently, English is the language used to communicate across all parts of the world with different language backgrounds of their country. Because English is the international language, it is commonly used and has been established by the international community. Furthermore, Brown states that in English Language teaching has identified the four skill listening, speaking, reading and writing as of paramount importance.³

¹ M.f. Patel and Praveen M. Jain. 2008. *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur : Sunrise Publishers & Distributors), p.29

² *Ibid*, p.6

³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (California : Addison Wesley Longman, 2000), p.232



“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”⁴ (QS. Luqman : 27)

Based on the verse above, writing was taught by Allah. Allah asked us to keep writing in English. Writing is one of skill. Harmer says that writing is as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching English.⁵ Consequently, In English there are four skills, namely listening, speaking, reading, and writing. four skills are interrelated and his equally important. in our study, it cannot be separated from the other skill. Richard says that writing is the process whereby a person selects, develops, arranges, and expresses ideas in units of discourse.⁶ Researcher concludes that writing is expressing ideas into a discourse or writing.

Based on the preliminary research data obtained by interviewing the teacher, Suwito, S.Pd, the English teacher in SMP Negeri 11 Bandar Lampung said that there were various factors that make the students less interesting in learning proces procedure text. It had been cause of less writing procedure text in English learning process. One of problems is the students feel bored and lazy. The students

⁴ Abdullah Yusuf Ali, *The Holy Qur'an English Translation of the Meanings*, (New Johar: The King Fahd Holy Qur'an Complex, 1987), p. 1219.

⁵ Jeremy Harmer, *How to Teach Writing*, (Longman : Harlow, 2004), p 31

⁶ Jack C Richards, *Second Language Writing*, (New York : Cambridge University Press, 2003). p. 28

were lack of seriousness in English learning process.⁷ The researcher served the table about writing procedure text score at the ninth grade of SMP Negeri 11 Bandar Lampung:

Table 1
Students' Score of Writing at the Ninth Grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2016/2017

No	score	Class					Total	Percentage
		IX A	IX B	IX C	IX D	IX E		
1.	≥ 70	13	12	7	7	5	46	29.1 %
2.	<70	29	33	35	31	34	151	70.9%
TOTAL							197	100 %

Source: *The score from English teacher of SMP Negeri 11 Bandar Lampung*

From the data in Table 1, it can be seen that from 197 students of the ninth grade of SMP Negeri 11 Bandar Lampung, there are 151 students (70.9%) got score under 70. Because the minimum achievement criteria of English subject in ninth grade at that school is 70. It indicates that most of students still face difficulties in mastery English.

After interviewing the students, the researcher found that the students is learning very difficult. in learning English writing, the students were confuse, because the students were difficult for getting out their ideas. Beside that the students said the teacher always used one technique in every meeting. So the students were bored in learning English.

From the interview to some students of ninth grade SMP Negeri 11 Bandar Lampung, the first student said that learning English was very difficult and confusing,

⁷ Suwito, Interview to English Teacher, SMP Negeri 11 Bandar Lampung, Lampung, January 25th 2017, Unpublished

because it he is difficult to in writing. The second student said that learning English is very boring and hard to understand, because the teachers always explained any material from textbooks and told to do the exercises. The third student told to researcher that English is hard to understand, because the teacher only used one technique in teaching at each meeting lesson.

Based on the interview the researcher gave to students, the researcher also found some factors of students' problems in learning English especially writing procedure text. The students got problem in getting idea, the class condition is less interesting, and the teacher's teaching technique is less interesting⁸.

Based on preliminary reasearch, the researcher found the cause of the problem why the students' problem in writing procedure text is still low, it happens because the teacher does not use appropriate way in teaching writing and the students face difficulties to develop in their skill in making procedure text. Therefore, in this research, the researcher used mind mapping technique to improve students' writing ability.

According to Buzan and Buzan advantages of mind mapping is make lessons and presentations more spontaneous, creative and enjoyable, both for the teacher and the students, etc.⁹ Therefore, mind mapping is a way to help students bring out their idea in writing form. Besides that mind mapping also can help students to improve their writing well without confusing them. Some people, including students who claim writing is difficult may have a difficulty in terms of expressing

⁸ Students of SMP Negeri 11 Bandar Lampung, 8th grade, on January 2nd, 2017

⁹ Tony Buzan and Barry Buzan, *The Maind Map Book.*, (London : BBC book, 1993), p.232

their ideas into a paper so that they have to search a keyword first. Mind mapping can become the way to solve this problem.¹⁰

Mind Mapping is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Marpaung, and Sinulingga about Improving Students' Writing Recount Text Achievement through Mind Mapping Technique in Junior High School of the Ninth Grade of SMP Free Methodist 1 Medan.¹¹ Mind Mapping also help students to write much more rather than without any clues. By using mind mapping the teacher can guide and help the students to write more particularly Recount text writing. From the previous research above, it can be known that the different of previous research and this research is the material that is used previous research that, is recount text and the materials that is used researcher is procedure text. The number of sample previous research is 37. Although, the number of sample this research is 77. The level of sample in previous research and this the research was also different. The level of the sample in previous was research the students of the eight grade of SMP Free Methodist 1 Medan. Although The level of the sample in research was the students the ninth grade of SMP N 11 Bandar Lampung.

In another research conducted by Panlaysia, Widyahening, and Riyadi, about The Effectiveness of Mind Mapping Technique in Teaching Learning Writing on

¹⁰ Alma Prima Nurlaila, *Journal of English and Education* 2013, 1(2), 9-15, *the Use of Mind Mapping Technique in Writing Descriptive Text*, Indonesia University of Education, 22 February 2013, Available on ejournal.upi.edu/index.php/L-E/article/download/578/435 (access on Thursday, February 23th, 2017)

¹¹ Maria Rosa Marpaung, Johan Sinulingga, 2013, *Improving Students' Writing Recount Text Achievement Through Mind Mapping Technique In Junior High School*, Journal, Available on jurnal.unimed.ac.id/2012/index.php/eltu/article/download/400/207 435 (access on Thursday, February 23th, 2017)

Recount Text of the Tenth Grade Students of MAN 2 Surakarta In the academic year of 2015/2016 Academic Year. The sample consist of 24 students in control class and 26 students in experimental class. It showed that mind mapping can be used to teach writing because it can help the students to get out their idea easier and more effective. From the previous research above, it can be known that the different of previous research and this research is the material that is used. The previous research used recount text and the research used procedure text. The number of sample in previous research is 24. Although, the number of sample in this research is 77. In addition, the sample's level in the previous research and in this research also different. The level of the sample in previous was research the students at the Tenth Grade Students of MAN 2 Surakarta In Academic Year of 2015/2016.¹² Although The level of the sample in research was the students the ninth grade of SMP N 11 Bandar Lampung.

It has been revealed by the previous research conducted by Marpaung, “there were substantial differences in the writing form success between students who had been receiving mind mapping technique and students who had not, though there was no significant difference in editing success between students who received mind mapping technique and this technique is successfully motivating them to write descriptive texts in an enjoyable way, to improve their writing descriptive texts, to increase vocabulary and creativity, to arrange sentences and organize ideas.”¹³ Based

¹² Candra Pantura Panlaysia, CH. Evy Tri Widyahening, Slamet Riyadi, *The Effectiveness of Mind Mapping Technique in Teaching Learning Writing on Recount Text (An Experimental Study In the Tenth Grade Students of Man 2 Surakartain 2015/2016 Academic Year)*, University Surakarta, (access on Thursday, February 23th, 2017)

¹³ *Ibid*, p.10

on research by Nurlaila, “there is significant distinguish between students who were given good mind mapping technique and those who do not get mind mapping technique. From the previous research by Nurlaila and Marpaung, it can be known that the different of previous research and this research is the material that is used. The material that is used in previous research is descriptive text. Therefore in this research each the number of sample and the level of the sample in the research also different.” Based on research Panlaysia, Widyahening, Riyadi, “by using Mind Mapping Technique is better without using Mind Mapping Technique in teaching learning writing on recount text. Therefore, it is recommended to English teachers to apply Mind Mapping Technique in teaching learning writing on recount text. The researcher should be more creative and innovative in using various kinds of teaching technique which accompany the materials.”¹⁴

In this case, the researcher used mind mapping to improve students’ writing ability in procedure text. Therefore, this research is entitled: The effectiveness of using mind mapping to improve students’ writing ability in procedure text at the first semester of the ninth Grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018

¹⁴ Candra Pantura Panlaysia, CH. Evy Tri Widyahening, Slamet Riyadi, *The Effectiveness of Mind Mapping Technique in Teaching Learning Writing on Recount Text (An Experimental Study In the Tenth Grade Students of Man 2 Surakartain 2015/2016 Academic Year)*, University Surakarta, (access on Thursday, February 23th, 2017)

B. Identification of the Problem

Based on the background of the problem, the specific problems in this study were:

1. The students are very difficult to get ideas and they are confused how to write it in written form.
2. The teacher always explains any material from textbooks and asks the students to do the exercise.
3. The teacher uses a less interesting technique in teaching writing procedure text.

C. Limitation of the Problem

Based on the background and the identification of the problem above, the researcher focused on the effectiveness of using mind mapping to improve students' writing ability in procedure text at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the background above, the problem that come up in this research was formulated as follows : Is mind mapping technique effective to improve students' writing ability in procedure text?

E. Objective of the Research

The objective of the research was to know whether mind mapping technique is effective to improve students' writing ability in procedure text.

F. Use of the Research

1. Theoreticall Contribution

For the theoretical contribution, the results of this research were expected to enrich the previous theories about effectiveness of using mind mapping to language teaching.

2. Practical Contribution

For practical contribution, the results of this research were expected that the teacher can use mind mapping in teaching procedure text writing and the students can increase their procedure text writing ability.

3. Scope of the Research

1. Subject of the research

The subject of this research was the students of the ninth grade of SMP Negeri 11 Bandar Lampung.

2. The object of the research was the use of mind mapping technique and students' writing ability in procedure text.

3. Place of the Research

This research was conducted at SMP Negeri 11 Bandar Lampung.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2017/2018.

CHAPTER II

REVIEW OF LITERATURE

A. Frame of Theory

1. Concept of Teaching English as Foreign Language

Halliday says that Language is an important part of how humans communicate with each other.¹ Therefore, Language is a communication tool for people that is used in everyday life. Language is a clear sign of the human' personality. Human use language to expres their feelings on a fixed target. Through language, we can understand the character, desires, motives, and other. Without language, human's life will be empty and meaningless. There are varieties of diverse languages of the world, for example Chinese language, Korean language, Thai language, English and many others.

Patel says that English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.² Therefore, English is the international language that is used in communicating. English as global language is used for interaction and communication. English help people to communicate to different language. English as global language. So, people

¹ Kristin Lems Leah, et al. *Teaching Reading to English Language Learners*, (London : the Guildford Press, 2010), p.1

² M.f. Patel and Praveen m. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur.Sunrise Publishers & Distributors, 2008), p.6

do not have misunderstanding in communicating because English is as international language for all people in the world.

In Indonesia, English is a foreign language that is taught at all of level. Starting from Elementary School, Junior High school, Senior High School, and up to University. Harmer says that EFL described situations where students were learning English in order to use it with any other English speakers in the world - when the students might be tourists or business people.³ Therefore, In Indonesia, English is foreign language that is taught at all of level. Starting from Elementary School up to University, English language do not use in daily by society but accuracy really focus in learning English. English is just taught in the schools but it does not use in social life. For students of elementary school learning English at the local content is while the students of junior high school up to university learn English is compulsory subject. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.

The aim of TEFL is to produce students who can speak the language almost as well as you can, at the most. As soon as students feel confident that they can use English for whatever purposes they need, they often get on with their lives.⁴ It can be concluded that the purpose of TEFL is to produce students who can speak English. The goal is to communicate, do business tools, etc. The fact, many students who still do not like English subject and most of them must understand the meaning of

³ Jeremy Harmer, *The Practice of English Language Teaching*, (England : Longman,) p.19

⁴ Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (England : A John Wiley and Sons, Ltd, Publication, 2009),p.20

vocabulary. They are also hard to speak and write English. Brown says that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.⁵ Brown has been expressed, and it can be concluded that a teacher is not only teach and import knowledge. But also teachers should guide the students. In these subjects, it facilitating students to develop their knowledge to be able to make the students motivated to learn. There are many ways to make students interested in learning. One teacher has to teach the methods, techniques and media well and correctly.

Based on the statements above, the researcher gets conclusion that the teacher must try to manage the classroom by interisting media, technique and method in the process of teaching learning English. It means that English teacher has responsibility to create a good condition in teaching learning process. Then, the students must be given a lot of practice in order to be active to use the language. The students can practice their English wherever it is possible with their teacher and friends.

2. Concept of Writing

Writing is a difficult skill, both for native speakers and non native speakers because writing should have multiple aspects such as content, organization, vocabulary, Language, mechanics. Most students will write a phrase, clause and a sentence correctly when they know the word order. After that, by using sentences, they can communicate a message using writing system for some purposes, i.e. : to

⁵ H.Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco University : Longman, 2000), p.7

give or respond to information, to record a piece of information, to give pleasure to another reader, one self, and to express an ideal feeling one finds difficult to articulate.

Considering how important of writing is in everyday life, it is necessary therefore, writing is taught at school. By learning writing, the students will get knowledge how to write effectively, how to express the ideas, and how to share their thoughts to others. Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching English.⁶ Therefore, Writing skills is one part of the English learning syllabus.

According to Richard, “writing is the process whereby a person selects, develops, arranges, and expresses ideas in units of discourse”.⁷ Therefore, writing is a process where the author pours thoughts or ideas in their head to the discourse. The products can be either paper writing fiction or non-fiction. Written works of fiction can be shaped stories, poems, or literary work more, while writing non-fiction, which is often also referred to as a scientific paper can be news, reportage, articles, features, reviews of scientific, research reports, books, etc. Writing is seen as a product.⁸ Therefore, Writing is a product. The example of the product is poetry, essay, etc.

Based on statment above, the researcher gets the conclusion writing skills is part of the syllabus and should be taught to students. Writing is a difficult skill,

⁶ Jeremy Harmer, *How to Teach Writing*, (Longman: Harlow, 2004), p 31

⁷ Jack C Richards, *Second Language Writing*, (New York : Cambridge University Press, 2003), p.28

⁸*Ibid*, p.3

because when we write, we must understand many aspects such as content, organization, vocabulary, language, and mechanics, and the author must be able to develop ideas when they write, so it will be good writing.

3. Concept of teaching Writing

According to Hyland, “writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge”.⁹ Therefore, writing is a result that is proceed of writer write, the writer regard about grammar, spelling, punctuation, in writing.

Additionally, Stromquist says that process of writing gives students the opportunity to use both expressive writing and to use writing as a tool for learning and thinking - Let the students think with a pen in their hand.¹⁰ It means, when someone writes, obviously someone have studied and thought. By writing, someone will use his/her hand to write and brain to compose excellent writing.

McKay says, “writing is both a process and product”.¹¹ Thus, writing as process the contains of writing were; the planning or pre-writing, drafting, revising or editing process that writers experience to produce a piece of writing. We knows that the proces of writing is so long, and the result of writing is so many kinds, they are books, magazine, poem,discourse, and so on.

⁹ Jack C Richards, *Op.Cit*, (Cambridge, New York Cambridge University Press, 2003), p.3

¹⁰ Emelie Ahlsen and Nathalie Lundh, *Teaching Writing in Theory and Practice*, (Lararhogkolan: Stockholm Institute of Education, 2007), p.7

¹¹ Penny Mckay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2008), p. 245

According to Hartley, “writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing is a recursive process”.¹² Therefore, writing is an activity that must be done rapidly appropriate the writing process. Writing as a process to produce written product that will be used for readers.

Harmer States that there are many processes of writing, they are:

1. Planning

Before starting to write, the writer must have planned what thing that will be expressed on the paper. The material that will be written can appear from own experience or others. It means, planning is a way to collect the ideas before starting to write. Moreover, Harmer stated that experienced writers plan that they are going to write before starting to write or type, they try and decide what they are going to say.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later.

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing.

¹²Hartley James, *Academic for Writing and Publishing: A Practical Handbook*, (New York: Routledge, 2008), p.10

4. Final version

This is last step in writing. Harmer said, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.¹³

Based on theory above, there are four processes in writing. They are planning, drafting, editing or revising, and final version. All of the processes is important to be done. It should be written step by step to get the best result if you want to done. There is no random for the step. Each step can be written a well. Step by step is given have different function in producing writing.

Oshima states two elements in good writing, they are;

1. unity

It means, you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence and then each and every supporting sentence develops that idea.

2. coherence

Coherence means that your paragraph is easy to be read and to be understood because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate transition signal.¹⁴

¹³Jeremy Harmer, *How to Teach Writing*, , 6th Edition, (Edinburgh Gate: Longman 2007), p.4

¹⁴Alice Oshima and Ann Hogue, *Writing Academic English*, 3rd Edition, (Longman: Addison Wesley, 1999), p. 18

Consequently, in writing, writer should be write with a good form, in the form is should be easy to understand reader.

Tribble says, “there are five aspects of writing. They are task fulfilment/content, organization, vocabulary, language and mechanics.¹⁵ As a result, to produce good writing, the writer should know aspects of writing, they are content, organization, vocabulary, language and mechanice, if writer know five aspect of writing, the writer will be able to write well.

In short, writing is both of process and product. To produce good product of writing the writer must do it in some stages that is called as a writing process that must be kept attention by writer. They are planning, drafting, editing, revising and final version. Beside that, the written form should be unity and coherence. If both of aspects and elements of writing are done well, the writer will produce good writing that can be read by readers.

4. Concept of Writing Ability

Many people said that writing is difficult skill it is, because this skill can not achieve in short time. To accomplish good writing, the researcher also has to work hard to find right ways to do it. As bad written will be appearing ambiguous meaning in reader mind. So, writing ability is very important for writer especially to get excellent writting. Brown says that for almost six decades now research and practice in English language teaching has identified the four skills, they are listening,

¹⁵Christoper Tribble, *Language Teaching writing*, (Oxford: Oxford University Press, 1996), p. 130

speaking, reading and writing as of paramount importance.¹⁶ Raimes states that writing is a skill which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.¹⁷ Elbow also says that writing is the ability to create words or idea of the writer.¹⁸

Based on the explanation above, it means that writing ability is difficult to be achieved in short time because writing is need to express ideas, and etc in order to make the readers understanding about the written form.

5. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse.¹⁹ It means that, text is writing form or result of the writer write, that is usually text form contains that several paragraph.

According to Mark and Kathy there are two main categories of text, they are literary and factual. The literary are narrative, poetry and drama, the factual are recount, response, explanation, discussion, exposition and procedure.²⁰ It means that, text divided into 2 categories, the first is literary and the second is factual, the Literary such as poetry, poem and so on, and factual like recount, explanation, and so on.

¹⁶ H. Douglas Brown, 1997, *Teaching by Principles*, New Jersey, Prentice Hall Inc, p.217

¹⁷ Ann Raimes, 1983, *Technique in Teaching Writing*, Oxford University press, Now York, , p.2

¹⁸ Peter Elbow, 1980, *Writing with Power: Techniques for Mastering the Writing Process*. New York : Oxford University Press. Proposed from Rafika Mutiara's journal about *Teaching Descriptive text by using Guided WH-Questions*, p. 53

¹⁹ Mark Anderson, Kathy Anderson, *Text Type in English* (South Yarra: Mackmillan, 1997), p.1

²⁰ *Ibid*, p.2

From the explanation above, it can be concluded that text is form of the writer' written, and text can be divided into 2 categories, the first is the literary and the second is factual, and the example of literary is poetry, and the example of factual is recount.

6. Concept of Kinds of the Text.

There are many kinds of texts that must be taught to give knowledge to the students. Based on syllabus of English learning. The text are divided into several types. Gerot and Wignel classify the genre into thirteen types. they are ;

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text retell events for the purpose of informing or entertaining.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News items is a text to inform readers, listeners or viewers about events of the day which are considered new worhty or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Disussion

Discussion text is a text to present (at least) two points of view about an issues.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.

Based on the explanations above, it can be concluded that there are several kinds of texts. They are report text, narative text, procedure text, and so on. We

know that the definition of several text is different, and the goals, purpose, language feature, are also different from first text until the end.

7. Cocept of Procedure Text

Nowadays, English material are based on the genre text. Student in junior high school learn kind of genre text. One of the genre text taught in junior high school is procedure text. It is taught by teacher to make students know how to make or do something. Procedure text contains a process to achieve certain goal. And we can find the text not only in magazine, newspaper or construction in food wrapping, but also in the holy Qur'an. For example, Allah stated in Al-Hajj verse 5 as follows:

يَا أَيُّهَا النَّاسُ إِن كُنتُمْ فِي رَيْبٍ مِّنَ الْبَعْثِ فَإِنَّا خَلَقْنَاكُم مِّن تُّرَابٍ
ثُمَّ مِّن نُّطْفَةٍ ثُمَّ مِّن عَلَقَةٍ ثُمَّ مِّن مُّضْغَةٍ مُّخَلَّقَةٍ وَغَيْرِ مُخَلَّقَةٍ
لِّنُبَيِّنَ لَكُمْ وَنُقَرُّ فِي الْأَرْحَامِ مَا نَشَاءُ إِلَىٰ أَجَلٍ مُّسَمًّى ثُمَّ
نُخْرِجُكُمْ طِفْلًا ثُمَّ لَتَبَلَّغُوا أَشَدَّكُمْ وَمِنْكُمْ مَّن
يُتَوَفَّىٰ وَمِنْكُمْ مَّن يُرَدُّ إِلَىٰ أَرْذَلِ الْعُمُرِ لِكَيْلَا يَعْلَمَ مِن
بَعْدِ عِلْمٍ شَيْئًا وَتَرَىٰ الْأَرْضَ هَامِدَةً فَإِذَا أَنزَلْنَا عَلَيْهَا الْمَاءَ
أَهْتَزَّتْ وَرَبَتْ وَأَنْبَتَتْ مِن كُلِّ زَوْجٍ بَهِيجٍ ﴿٥﴾

O mankind! if ye have a doubt about the Resurrection, (consider) that We created you out of dust, then out of sperm, then out of a leech-like clot, then out of a morsel of flesh, partly formed and partly unformed, in order that We may manifest (our power) to you; and We cause whom We will to rest in the wombs for an appointed term, then do We bring you out as babes, then (foster you) that ye may

reach your age of full strength; and some of you are called to die, and some are sent back to the feeblest old age, so that they know nothing after having known (much), and (further), thou seest the earth barren and lifeless, but when We pour down rain on it, it is stirred (to life), it swells, and it puts forth every kind of beautiful growth (in pairs).²¹

Based on the verse above, we know the information on the creation process of man kind. So, the verse above is included procedure text type, because it contains process of things.

Procedure text is to describe how something is accomplished through a sequence of actions or steps.²² Therefore, procedure text is telling a step how to make food, drink or something. Martin says that procedure text is to show how processes or events are accomplished – how something is done.²³ Therefore procedure text explains the process of something from beginning until to ending.

Based on the statements above, procedure text is a written text that is used English language in which the author explains how the process is done through a sequence or events or steps. The example of Procedure text;

²¹ Abdullah Yusuf Ali, *The Holy Qur'an English Translation of the Meanings*, (New Johar: The King Fahd Holy Qur'an Complex, 1987), p.332

²² Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1995), p.206

²³ Martin in Jack C Richards, *Second Language Writing*, (New York : Cambridge University Press, 2003), p.20

Goal : HOW TO MAKE TOMATO SOUP

Ingredients : 4 large tomatoes spices
 ½ teaspoon salt
 ¼ teaspoon pepper
 ¼ teaspoon onion
 8 cups water
 9 Small clove garlic

Procedure :

1. Firstly, fry tomatoes, onion, and garlic in a pan with butter for five minutes.
2. Add water, spices, salt, pepper.
3. Heat until the water boils.
4. Turn down the heat and cover the lid.
5. Cook for one hour.²⁴

8. Concept of procedure text writing ability

Many people said that writing is difficult skill, because this skill can not be achieved in short time. To accomplish good writing, the researcher also work hard to find right ways to do it. As bad written will be appearing ambiguous meaning in reader mind.

Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.²⁵ Therefore, writing is a process of thinking that is poured on the paper in written form. The process of thinking includes the process of ideas are generate, and focused on certain relevant and interrelated ideas. It further mentioned that writing requires constant thinking effort for a certain period of time. When we write down

²⁴ Eka Febriani, *Improving Students' Skill in Writing Procedure Text by Using Picture Series for The Seventh Grade Students of SMP N 3 Metroyudan in The Academic Year of 2013/2014*, Yogyakarta State University, Available in Eprints.uny.ac.id

²⁵ Ann Raimes, 1983, *Technique in Teaching Writing*, Oxford University press, Now York, , p.2

three or more sentences, we must arrange them in such a way that the sentence is a coherent.

One of the texts that requires in writing skills, is a procedure text. Procedure text is texts that explain how something works or how to use instruction Teks. The purpose of procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps.

From the explanation above, we can see more clearly about the procedure text. The text structure must be completed so that the learner can compose procedure text in a good arrangement.

Finally, the researcher concludes that procedure text writing ability is a written text that is used English language in which the author expailns how the process is done through a sequence of events or steps.

9. Concept of Approach, Method, and Technique

In general area of methodology, people talk about approaches, methods, technique, and procedures, that all of go into the practice of English teaching. According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.²⁶ Therefore, approach is a set of correlative assumptions dealing with the nature of languagae ;earning and teaching.

Harmer states that people use the term approach to refer the theories about the

²⁶ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4th ed) (New York: Longman, 2001), p.16

nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.²⁷ It means that approach describes how people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.²⁸ Consequently method has standard to be achieved.

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.²⁹ It means that technique is an activity that takes place in learning process. Technique must be consistent with a method and in harmony with an approach as well. As the example when the students have produced wrong expressions, the teacher just repeated the right one.

Based on the statements above, in order to solve the problem in learning English by mind mapping is one of technique in teaching learning process. Therefore, by using this technique in learning English writing students will be have creative and enjoynable beside that it is not monotonous in the class. Not only that, this technique also can help the students in getting out ther ideas.

²⁷Jeremy Harmer, *The practice of Language Teaching* (4th ed) (London: Longman, 1999), p.62

²⁸ *Ibid*, p.62

²⁹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.14

10. Concept Of Mind Mapping

Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics.

According to Buzan “The mind map is an expression of radiant thinking and is therefore a natural function of the human mind.”³⁰ Therefore, mind mapping is the result of thinking brain expression. According to Hillar “Mind mapping is considered a brainstorming technique out of which we obtain desired results or even extraordinary ones.”³¹ Therefore, mind mapping is like brainstorming, the result of this technique will be amazing. According to Rustler and Buzan “Mind Mapping is a visual technique for structuring and organising thoughts and ideas”.³² Therefore, mind mapping is a technique of organizing ideas. Rustler and Buzan said that Mind Mapping is a tool that’s easy and intuitive to use and helps us with our natural thought processes and information processing.³³ Therefore, mind mapping is an easy technique for helping process thinking.

Based on experts’ opinion above, the researcher concludes that mind mapping is an expression of peoples’ thinking that based on visual techniques for structuring, thoughts and ideas to use and help peoples’ with the process of thinking.

³⁰ Tony Buzan and Barry Buzan, *The Mind Map Book*, (London : BBC Book, 1993), p.59

³¹ Silvina, P Hillar, *Mind Mapping with Freemind*, (Mumbai : Packt Publishing, 2012), p.6

³² Florian Rustler and Tony Buzan, *Mind Mapping for Dummies*.(England : John Wiley & Sons, Ltd.), p.85

³³ *Ibid*, p.41

a. Teaching Procedure Text through Mind Mapping

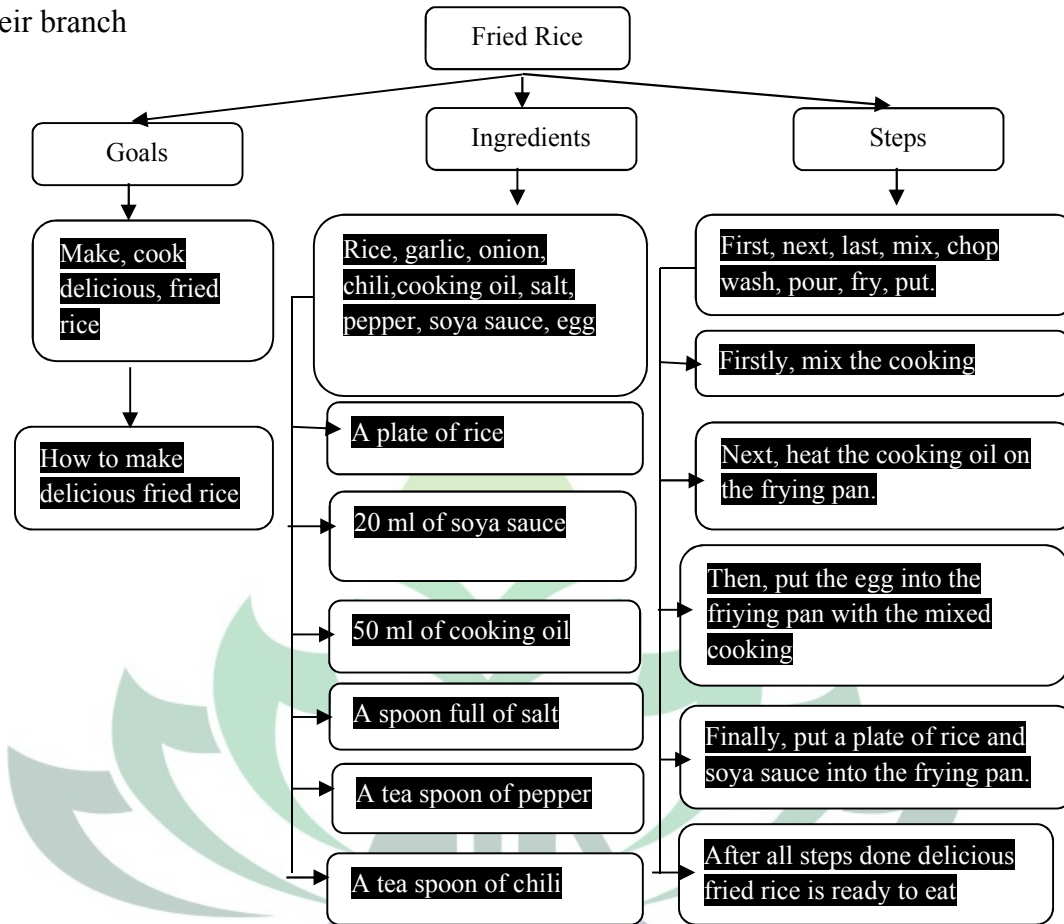
Here is the explanation about creating mind mapping based on Buzan statement. The steps involved in creating a mind map may be summarized as follows:

1. Determine your central image or concept.
2. Create the basic structure for organizing your ideas: these are the main branches and are known as the Basic Organizing Ideas (BOIs), and are represented by branches radiating outwards from the main concept.
3. Put down keywords associated with the BOIs, which should sit on smaller branches connected to the main branch.
4. Revisit your mind map, putting things in order, and numbering the branches.
5. If necessary, revise it on another piece of paper.³⁴

The techniques to make mind mapping can be seen below.

³⁴ Tony Buzan and Barry Buzan, Op-Cit, p.211

The third, put the keywords associated with BOI, which should be placed in smaller branches connected to the main branch, place the items in sequence, and numbering their branch



If it is still looks untidy, make it better.

b. Advantages of Mind Mapping

Buzan and Buzan say that there are some advantages of mind mapping in teaching writing, they are as follows;

1. They automatically inspire interest in the students, thus making them more receptive and co-operative in the classroom.

2. They make lessons and presentations more spontaneous, creative and enjoyable, both for the teacher and the students.
3. Rather than remaining relatively rigid as the years go by, the teacher's notes are flexible and adaptable. In these times of rapid change development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
4. Because mind maps present only relevant material in a clear and memorable form, the students tend to get better marks in examinations.
5. Unlike linear text, mind maps show not just the facts but the relationships between those facts, thus giving the students a deeper understanding of the subject.
6. The physical volume of lecture notes is dramatically reduced.³⁵

c. Disadvantages of Mind Mapping

Eppler in Martin Davies says that there are some disadvantages of mind mapping in teaching writing, they are as follows:

1. A disadvantage of mind mapping is that the types of links being made are limited to simple associations.
2. Absence of clear links between ideas is a constraint. Mind maps have been said to be idiosyncratic in terms of their design, often hard for others to read; representing only hierarchical relationships (in radial form); inconsistent in terms of level of detail; and often too complex and missing the "big picture".³⁶

³⁵ Tony Buzan and Barry Buzan, *Op.Cit*, p.232

³⁶ Eppler in Martin Davies. *Concept Mapping, Mind Mapping and Argument Mapping: What are the Differences and Do They Matter?*, (2010), Journal, Available on www.acrl.ala.org (access on Thursday, February 23th, 2017)

11. Concept of Free Writing

Free writing is a technique in which a students are asked to prepare a blank piece of paper and asked to write freely as they want without regard for spelling, grammar and topics, for 10 minutes. Freewriting is the writing you do without having a specific outcome in mind. You simply write down whatever pops into your head as you explore your topic.³⁷ Therefore, free writing is to result ideas in the author's brain, then geeting out into writing form.

Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth.³⁸ Free writing is used to produce new ideas from the author to be an essay, letter, etc. Therefore, freewriting is the easiest way to get words on paper and the best all-around practice in writing.³⁹ It means that, free writing is the easiest way to get the best idea in writing.

Based on experts' opinion above, the researcher concludes that free writing is the easiest way to get the best idea in writing.

a. Teaching Procedure Text through Free Writing

Teaching writing procedure text by using free writing can be implemented through the following procedure which is modifier from elbows' theory of using free writing.

1. From your list of changes, choose one idea that interested you.
2. Write the idea at the top of a clean sheet of paper.

³⁷ Randall Vander Mey, et.al .*The College Writer: A Guide to Thinking, Writing, and Researching*, (Canada : Lyn Uhl), p.36

³⁸ Jack C Richards, *Second Language Writing*, (New York : Cambridge University Press, 2003), p.4

³⁹ Peter Elbow.*Writing with Power Techniques for Mastering the Writing Process*. (New york : Oxford University Press, 1998), p.13

3. For ten minutes, write about this topic without stopping. This means that you should be writing something constantly.
 - a. Write down everything that comes to your mind.
 - b. Do not judge your ideas.
 - c. Do not worry about your spelling and grammar.
 - d. If you run out of things to say, continue writing whatever comes to your mind.⁴⁰

b. Advantages of Free Writing

There are some advantages of using free writing are as follows:

1. Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing: finding words in your head and putting them down on a blank piece of paper.
2. help you learn simply to get on with it and not be held back by worries about whether these words are good words or the right words.
3. Free writing exercises are push-ups in withholding judgment as we produce so that afterwards we can judge better.
4. Free writing helps we learn to write
5. Free writing helps we learn to just say it. Regular free writing helps make the writing process transparent. Free writing is a useful outlet. We have lots in our heads that makes it hard to think straight and write clearly: we are mad at someone, sad about something, depressed about everything.

⁴⁰ *Ibid*, p.13

6. Free writing helps you to think of topics to write about. Just keep writing, follow threads where they lead and you will get to ideas, experiences, feelings, or people that are just asking to be written about.
7. Free writing gives practice in this special mode of focusing-but-nottrying; it helps you stand out of the way and let words be chosen by the sequence of the words themselves or the thought, not by the conscious self.⁴¹

c. Disadvantages of Free Writing

There are some disadvantages of using free writing are as follows:

1. Free writing also brings a surface coherence to our writing and it does so immediately. We cannot write really incoherently if we write quickly. We may violate the rules of correctness, we may make mistakes in reasoning, we may write foolishness, we may change directions before writer have said anything significant.⁴² Therefore, in free writing, the writer can not write corectly because the writer do not long time to check their grammar.
2. when we finally conclude sentence,we are actually writing the conclusion of a different sentence from the ones we had been writing.⁴³ Therefore, in the last step of free writing, the writer should make conclustion from different sentence that have read before.

⁴¹ *Ibid*, p.13

⁴² *Ibid*, p.16

⁴³ *Ibid*, p.16

B. Frame of Thinking

English is global language that is used almost every country belong to our country, Indonesia. As an International language, English is important to be mastered by every one not only young people, but also adult. Nowadays, even most children start to know, love and understand English well. Their parents have known what important English is.

Writing is one of important skills in English. Many people said that writing is difficult. The reason is because to have good writing, there are many aspects that must be understood and used well by us; such as vocabulary that we use in our written, content, and grammatical that should be known well. Hence, we can produce good writing that useful for the reader. Logically, how can writer give something useful to readers by his/her written text if the readers do not understand what our writing mean is.

Many students have problem in writing like to get out their ideas. So the students need a technique to help them in writing. Mind mapping is a good technique that can be used by students to get out their ideas easily when there are write something. That is because mind mapping is considered a brainstorming technique out of which we obtain desired results or even extraordinary ones.

Mind mapping is a good technique to be used to help students in getting out their idea. The students will be helped by using keyword. The keyword is different between one type of writing and the others. By using mind mapping, the students can

be more interested and easiest to memorize because of mind mapping consist of pictures. Beside that, mind mapping can help students to write efficiently. Because the students do not need more time to think, they are helped by keyword when they want to produce their own writing.

Buzan and Buzan states, “ mind mapping is an expression of radiant thinking and is therefore a natural function of the human mind.” Consequently, mind mapping is technique that makes us easy to write, because mind mapping is expression of our mind.

C. Hypothesis

The researcher formulated the hypotheses were of this research as follows:

- H_a : Mind mapping technique is effective to improve students' writing ability in procedure text at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung in the academic year of 2017/2018.
- H_o : Mind mapping technique is not effective to improve students' writing ability in procedure text at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung in the academic year of 2017/2018.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research the researcher used experimental design because in order to know the effectiveness of using mind mapping to improve students' writing ability in procedure text. According to Ary *et.al*, experimental design is the general plan to carrying out a study with and active independent variable.¹ Therefore, this study described the general design of the study. In this research, the researcher used quasi experimental research design. Quasi-experiments included assignment but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.² Therefore, the researcher used experimental design research. Experimental research gave the task as evidence of research. This research was not artificially.

The researcher employed two classes of students that consisted of one class as the experimental class and another class as the control class in this research. Ary *et.al* also state that, the variety of quasi experimental designs, which can be divided into two main categories, there are pretest and post-test, post-test-only.³ The researcher used pre-test and post-test. The researcher applied the pre-test and post-test

¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th Edition), *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p.301.

² John W. Creswell, (4th Edition), *Educational Research* (Boston: Pearson Education, 2008) p. 309.

³ Donald Ary, et.al, *Op. Cit*, p. 307.

design approach to a quasi-experimental design. The researcher's design presented in Table 2:

Table 2
Pre and Post-test Design

Select Control Group	Pretest	No Treatment	Post-test
Select Experimental Group	Pretest	Treatment	Post-test

In this research, the students gave pre-test to know their procedure text writing ability before treatment and post-test. After pre-test and know students' ability in writing, the researcher gave treatment for experimental and control class. Experimental class got treatment by using mind mapping technique and control class got treatment by using free writing. After treatment, the researcher gave post test to both of the class to know students' development after they were treatment.

B. Variables of the Research

The independent variable was mind mapping (X), and the dependent variable was students' writing ability in procedure text (Y).

C. Operational Definition of Variable

The operational definition of variable was used to explain the variables which were used in this research to avoid misconception of variables presented in this research. The operational definitions of variables were as follows;

1. Mind mapping technique is an activity to motivate and help the students to gather ideas in writing by giving information of some mind mappings in order to get ideas clearly.

2. The students' procedure text writing ability is the ability of the students' in expressing their ideas in written form. It is indicated by the score achieved from the test which fulfill the criteria of good writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. The Population

Population of this research were the students at the first semester of the the ninth grade of SMP Negeri 11 Bandar Lampung in the academic year of 2017/2018. The population of this research consisted of 197 students including five classes. It can be seen in the Table follow:

Table 3
The Situation of Ninth Grade of SMP Negeri 11 Bandar Lampung
in the Academic Year of 2017/2018

No	Class	Gender		Total
		Male	Female	
1	9A	15	25	40
2	9B	19	21	40
3	9C	22	18	40
4	9D	20	18	38
5	9E	24	15	39
Total		100	97	197

Source: SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018

2. The Sample

The sample of the research were two classes, one class as the experimental class and another as the control class.

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁴ The experimental and control class chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers rolled and shaken. The first paper was an experimental class and the second paper was control class.

E. Research Procedure

In conducting this research, the researcher applied some procedures as follows;

1. Finding the subject of research

The researcher chose the students of ninth grade of SMP Negeri 11 Bandar Lampung as a subject of the research. There were two classes as subjects of the research. One class was experimental class and another was control class.

2. Designing the instruments of the research

The instrument of this research used writing test. The students got the same instrument for both classes in several topics.

3. Conducting treatment

Treatment was given in three meetings. In the treatment, the researcher as the teacher taught the students using mind mapping. The students were given the explanation about the goals and objective of instruction and also aspects of writing

⁴Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: 2009, McGraw-Hill), p. 95

procedure text. The students were given the topic about procedure text. After that the students discussed about the topic and wrote the procedure text related to the topic.

4. Administering the post test

Post-test was conducted after the treatments. This test aimed to know the students' procedure text writing ability after having the treatment. In this test, the students were given the topics. Then the students made the procedure text related to the topic.

5. Analyzing the result of post-test

In analyzing the result, the researcher was going to analyze by compare the result of post-test between experimental and control class to see whether the post-test's score of experimental is higher than control or not.

F. Treatment for Experimental Class and Control Class

1. Treatment for Experimental Class

In this research, the researcher taught writing procedure text by using mind mapping as a treatment in experimental class. The researcher did the treatment in three meetings. In the first meeting, the researcher asked some questions about procedure text and a topic how to make a boil noodle and how to make a fried noodle related to the mind mapping technique. Then the researcher explained about what procedure text, language features of procedure text, generic structure of procedure text, goal of procedure text, and mind mapping technique are. It is

done in order to know how far the students' understanding about procedure text and mind mapping.

In the second meeting, the researcher gave the explanation more clearly about mind mapping and explained about procedure text and a topic how to make fried tempe and how to make a fried egg to use this technique in writing procedure text. Before using mind mapping, the teacher provided some questions that related to the topic. The researcher asked the students to make procedure text by using this technique.

In the third meeting, after gave the explanation about procedure text and a topic how to insert sim card in telephone and how to charge handphone battery and about mind mapping. The researcher divided the students into some groups that consisted of four until five students in each group. Every group made a procedure text using mind mapping. Finally, the result was collected and it was scored based on the criteria of good writing.

2. Treatment for Control Class

In control class, the researcher taught the students by free writing as a treatment in control class. This technique was used by teacher when teaching procedure text. In this technique. The researcher explained about procedure text, how to make it, and the researcher asked students to choose the topic, such as how to make boil noodle and how to make fried noodle in the first meeting.

In the second meeting after gave the explanation more about how to make fried tempe and how to make fried egg, the researcher gave explain more clearly about

procedure text and gave exercise. In the last meeting, after gave the explanation about procedure text and a topic were how to insert sim card in telephone and how to charge handphone battery, the researcher asked the students to make procedure text and collected it.

F. Data Collecting Technique

In conducting this research, the researcher needed technique to collect the data. In this research the researcher used the data which came from test. The test was done to know the students' writing ability after they are taught by using mind mapping. The researcher provided some topics. Every students chose one topic that provided by the researcher, and then made the procedure text based on the topic. In this research, the control and experimental class got the same test. The result of the test were written in the scoring column on the paper.

The researcher used some techniques in collecting the data, they were:

1. Pretest

The pretest were given before the treatment. The researcher gave pre-test to experimental and control class. It was done to know students' procedure text writing ability before they getting treatment. In pre-test the students asked to choose one of topic and then the students made a procedure text in 80 minutes.

2. Post-test

The post test was done after the students in experimental and control class gave the treatment. It was done to recognize the students' procedure text writing ability after

they getting treatment by using mind mapping technique in experimental class and free writing to control class. Post test was done to know which one treatment effective to improve students' procedure writing ability. In the post test, the students also were asked to choose one topic and then the students made a procedure text in 80 minutes.

G. Research Instrument

In this research the instrument was post test. The post test were in the written form. This post test were aimed at measuring the students' writing ability. The instrument of post-test were a test that composes a procedure text. The students were asked to write procedure text because the students are expected to be able to make a procedure text after getting the treatment. The topics of procedure text for the post-test were presented in Table 4:

Table 4
Post-test Topics:

No	Post-test Instruments
1	How to turn on computer
2	How to make avocado juice
3	How to make fried chicken

H. Scoring Scale for Evaluating Students' Writing Procedure Text Ability

The following is the blueprint of writing test. The score is calculated based on the following scoring systems proposed by Tribble.⁵

1. Task Fulfillment / Content

30-24	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
23-18	Good to average: Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
17-10	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
9-6	Very poor : Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very reacted; almost no useful detail
5-0	Inadequate : Fails to address the task with any effectiveness

2. Organization

20-17	Excellent to very good : Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average : Uneven expression, but main ideas stand out;

⁵Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p.130

	paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)
11-8	Fair to poor : Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connective largely absent (cohesion)
7-5	Very poor : Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
4-0	Inadequate : Fails to address this of aspect of the task with any effectiveness

3. Vocabulary

20-17	Excellent to very good : Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
16-12	Good to average : adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
11-8	Fair to poor : limited range of vocabulary; a noticable number of mistakes in word/idiom choice and usage; register not always appropriate
7-5	Very poor : No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

4. Language

30-17	Excellent to very good : confident handling of appropriate structures, hardly any errors of agreement, tense, number, word ,order, articles, pronouns, prepositions; meaning never obscured
16-12	Good to average : acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
11-8	Fair to poor : insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
7-5	Very poor : major problems with structures-even simple ones; frequent errors of negotion, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

5. Mechanics

10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.
7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.

4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.
1-0	Very poor : Fails to address this aspect of the task with any effectiveness

Final Score = C + O + V + L + M

Note:

C : Content (20)
 O : Organization (20)
 V : Vocabulary (20)
 L : Language (30)
 M : Mechanics (10)

I. Validity, Reliability, and Readability of the Test.

1. Validity

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.⁶ Best and Kahn say that a test is valid if measures what it claims to measure.⁷ It means that a good test must has validity so the test can measure the aspects that were measured. To measure whether the test has good validity or not, the researcher used the content and construct validity.

1. Content Validity

Best and Kahn say that content validity referes to the degree to which the test actually measures, or is specifically related to the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabi,

⁶Hughes Arthur, *Testing for Language Teacher*, (Cambridge: 2003, Cambridge University Press), p.26

⁷John W. Best and James V. Kahn, *Research in Education*, (New Delhi: 1995, Prentice-Hall), p. 218

objectives, and the judgments of subject matter specialists.⁸ So, the material that is taught must appropriate with curriculum KTSP. The procedure of writing is taught in the first semester of the ninth grade.

The instrument of the test must be agreement with the objectives of learning in the school which it is based on the syllabus at the ninth grade of SMP Negeri 11 Bandar Lampung. It is was done to make sure that the instrument was valid. (see appendix 13)

2. Construct Validity

Best and Kahn state that construct validity is the degree which scores on a test can be accounted by the explanatory constructs of a sound theory.⁹ Consequently, construct validity focuses to measure students' procedure writing ability.

In this research, the researcher composed a procedure of writing test that was measured the students' procedure writing ability based on some criteria of procedure writing's scoring rubrics. They consisted of content, organization, vocabulary language and mechanic. The researcher consulted the instrument to the English teacher of SMP Negeri 11 Bandar Lampung to make sure whether the instrument had been valid or not. (see appendix 14)

⁸*Ibid* , p.219

⁹*Ibid*

2. Result of Readability

Readability is what makes some texts easier to read others. It is often confused with legibility, which concerns type face and layout.¹⁰ According to Goerge in Dubay book defines readability as “the easy of understanding or comprehension due to the style of writing.” This definition focuses on writing style as separate from issues such as content, coherence, and organization. In a similar manner, Hargis and her colleagues at IBM in Dubay book state that readability, the “easy of reading words and sentences,” is an attribute of clarity.¹¹ The readability of the writing gave to the some students in the tenth grade as the test takers. The researcher conducted readability in order to see the clarity of the direction and it was given before treatment. To know readability of the essay test instrument, the researcher followed Kouame’s research. Participants were asked to evaluate instruction and the understandability of each item on scale of 1 to 10. Point 1 describes that an item is easy to read and point 10 describes that an item is difficult to read. After giving the readability test to the students, the result showed that the instruments of the test were readable.

Readability tests are indicators that measure how easy a document to read and understand. Based on the finding of Kouame’s research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Furthermore, the finding of Kouame’s research, if the mean of all items of the instrument text has mean under 4.46, the

¹⁰ Goerge in William H. Dubay, *The Principles of readability*, (California : Costa Mesa, 2014), p.3

¹¹ *Ibid*

instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test was 1.82 (lower than 4.46), it means that the instrument was readable. (See appendix 15)

3. Result of Reliability

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹² A good test must have high reliability besides having high validity. To get the reliability of the test, the researcher used inter-rater reliability. This inter-rater reliability counts level of the reliability based on two series of score that were gotten by two raters or more simultaneously. They were the teacher and the researcher.

Furthermore, to know the degree of the level of reliability of written, the researcher will consult the criteria of reliability as follows:¹³

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low

After the researcher calculated the data, the result reliability of pre-test was 0,896 and the criteria of reliability were very high and the result reliability of post-test was 0,945 and the criteria of reliability were very high, (see appendix 16)

¹² Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: 2010, Rineka Cipta), p.319

K. Data Analysis

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.¹⁴ It means that to get the accurate result, the researcher were done some tests such as normality test and homogeneity test.

a. Normality Test

The Normality was used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). While the criteria of acceptance or rejection of normality test were as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test were formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

¹⁴M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: 2008, American psychological Association) p. 591

b. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data were homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follow:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

2. Hypothetical test

After the researcher knew that the data were normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejection of hypothesis test were:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_0 is accepted if $\text{sig} > \alpha = 0.05$

The hypotheses were:

Ha : Mind mapping technique is effective to improve students' writing ability in procedure text at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018.

Ho : Mind mapping technique is not effective to improve students' writing ability in procedure text at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018.



CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research was conducted on August 2017. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted through the following steps:

1. Determined the subject of research, namely the students at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test (it was given to the students out of the research sample).
5. Held pre-test in order to know the students' score in procedure text writing ability before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing Mind Mapping technique in teaching and learning procedure text writing ability.
8. Held post-test in order to know the students' score in procedure text writing ability after the treatments.

9. Analyzed the data gotten through post-test. The data were analyzed by using SPSS.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

B. Data Description

This research was conducted in three meetings. On Tuesday, August 9th, 2017 the researcher administered the pre-test. The researcher gave the pre-test and post-test to experimental class (IX E) and control class (IX D). On Wednesday, August 9th, 2017 the researcher gave the pre-test in control class that consists of 38 students and August 11th, 2017 in experimental class that consists of 39 students. When the researcher gave the pre-test, all the students followed the test well. For the last meeting, the researcher gave the post-test to the students in experimental on Wednesday August 23rd, 2017 and control class on Friday, August 25th, 2017, either experimental class or control class followed the post-test well.

1. Description of the first treatment

a. Description of first treatment in experimental class

In the first treatment was done on Monday, August 14th, 2017 at 08.20 am, the researcher gave the first treatment in experimental class and there were three students absent. In the introduction step, the teacher greeted to the students and asked the students' condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list.

In the first meeting, the researcher taught about procedure text. The topic was “how to make a cup of coffee”. Firstly, the researcher asked the students “have you ever made something? Like foods or drinks?” the students look so shy for answer question. The Researcher effort made situation class to be enjoy. After that, the researcher asked the students for standing in front of class for making a cup of hot coffee picture. The researcher explained and give example about how make mind mapping if we application in writing procedure text. The researcher asked the students what were the ingredients if we made a cup hot of coffee. And the researcher ask the students what are the steps if we make a cup hot of coffee. The researcher also explained generic structure of procedure text, and language feature of procedure text. After that, the researcher gave the task for students. The researcher divided students into groups, 1 group contain five until six students. The researcher gave 2 topic, and asked the students to choose 1 topic each group. The first topic is “How to make boil noodle” and “How to make fried noodle”. The researcher asked the students to work in pair.

In closing step, the researcher asked the students about the material today and made conclusion. Then, the researcher told about the material for the next meeting. The last, the researcher closed the class by greeting.

b. Description of first treatment in control class

In the first treatment was done on Tuesday, August 15th, 2017 10.10 am, the researcher gave the first treatment in control class and there was one students absent. In the introduction step, the teacher greeted to the students and asked the students’

condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list. The researcher explained procedure text using free writing technique. the reseacher explained procedure text, generic structure of procedure text and language feature of procedure text. “How to make a cup oof hot coffe”. The researcher gave the task for the students. the researcher prepare 2 topics for writing. The topic were “How to make a boil noode” and “how to make fried noodle”. The researcher asked the students to choose one topic for write individually.

In closing step, the researcher asked the students about the material today and made conclusion. Then, the researcher told about the material for the next meeting. The last, the researcher closed the class by greeting.

2. Decription of the second treatment

a. Description of second treatment in experimental class

The researcher gave the second treatment in experimental class on Wednesday, August 16th, 2017 at 10.10 am and there was no student absent in experimental class. The teacher greeted to the students and asked the students' condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list. The researcher gave the task for the students. The reseacher explained procedure text and mind mapping more clearly. After that, the researcher gave the task for students. The researcher divided students into some groups, one group contained five until six students. The researcher gave 2 topics, and asked the students to choose 1 topic each group. The topic were “How to make fried

tempe” and “How to make fried egg”. The researcher asked the students to work in pair.

In closing step, the researcher asked the students about the material today and made conclusion. Then, the researcher told about the material for the next meeting. The last, the researcher closed the class by greeting.

b. Description of second treatment in control class

The researcher gave the third treatment on Friday, August 18th, 2017 at 07.40 am, the researcher gave the second treatment in control class and there was one student absent. The teacher greeted to the students and asked the students’ condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list. The researcher gave explanation more clearly about procedure text and mind mapping. The researcher gave the task for the students. the researcher prepared 2 topic for write. The topic were “how to fried tempe” and “how to fried egg”. The researcher ask the students to choose one topic for writing individually.

In closing step, the teacher asked the students about the material today and made conclusion. Then, the researcher told about the material for the next meeting. The last, the teacher closed the class by greeting.

3. Decription of the third treatment

a. Description of third treatment in experimental class

On Monday, August 21st, 2017 the researcher gave the third treatment. The treatment began at 08.20 am in experimental class and all of students came. The teacher greeted to the students and asked the students' condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list. The reseacher explained more clearly about procedure text and mind mapping, generic structure of procedure text and language feature of procedure text more clearly. The researcher gave the task for the students. the researcher prepared 2 topics for writing. Topic were "how to insert sim card in cellphone" and "how to use charge handphone battery". The researcher asked the students to choose one topic for writing individually.

In closing step, the researcher asked the students about the material today and made conclusion. The last, the researcher closed the class by greeting. The students looked interested in teaching learning process.

b. Description of thrid treatment in control class

For control class, 2017 the researcher gave the third treatment on Tuesday, August, 22nd. The treatment began at 10.10 am and all of students came. The teacher greeted to the students and asked the students' condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list.the researcher gave explanation more clearly about procedure text. The researcher gave the task for the students. the researcher prepared 2 topics for writing. The topic were

“how to insert sim card in cellphone” and “how to use charge handphone battery”. The researcher asked the students to choose one topic for writing individually.

In closing step, the researcher asked the students about the material today and made conclusion. The last, the researcher closed the class by greeting. The students looked interested in teaching learning process.

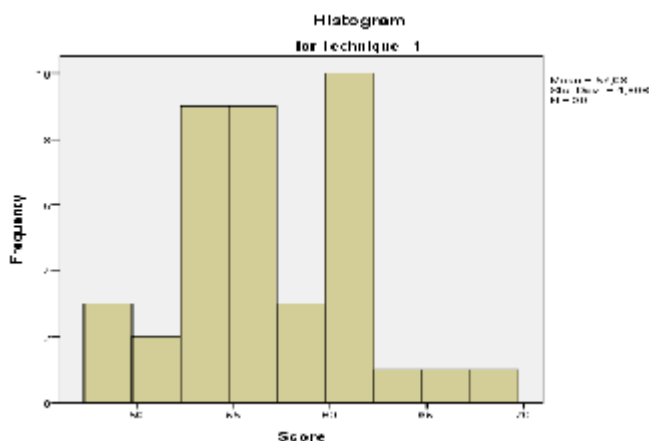
C. Data Analysis

The research was aimed to know whether there was any effectiveness for the students' procedure text writing ability after they were given treatment by using Mind Mapping as technique in this research. The research was conducted at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung. The number of population was 197 students. There were two classes as sample of research. They were VIII E and VIII D. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in procedure text.

1. Result of Pre-test

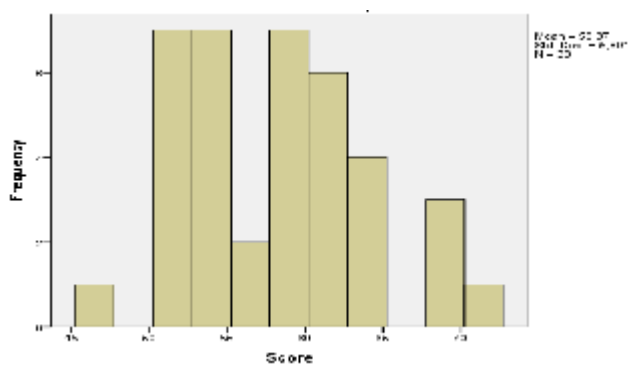
The pre-test was administrated in order to know students' writing ability before the treatments were given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.

Figure 2
The Result of the Pre-test in Experimental Class



Based on the figure 2 it could be seen that, the researcher conducted pre-test in order to find out the students' procedure text writing ability before the treatment. After did treatment, the researcher found that from 39 students in experimental class, had the mean of pre-test was 57.08, while standard of deviation was 4.80 and median was 56.00, variance was 23.11 and minimum score was 70.00 while maximum score was 85.00. It can be seen in appendix 24.

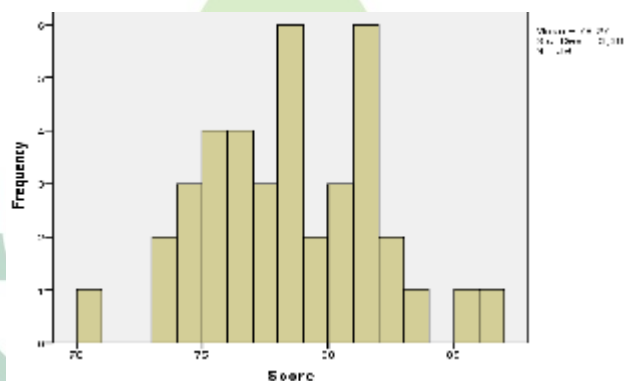
Figure 3
The Result of the Pre-test in Control Class



Based on the figure 3 it could be seen that there were, the researcher conducted pre-test in order to find out the students' procedure text writing ability before the treatment. After did treatment, the researcher found that from 38 students in control class, The mean of pre-test from 38 students in control class was 58.37 and standard of deviation was 5.891 while median was 58.25, variance was 34.698 and minimum score was 45.00, and maximum score was 70.00. It can be seen in appendix 25.

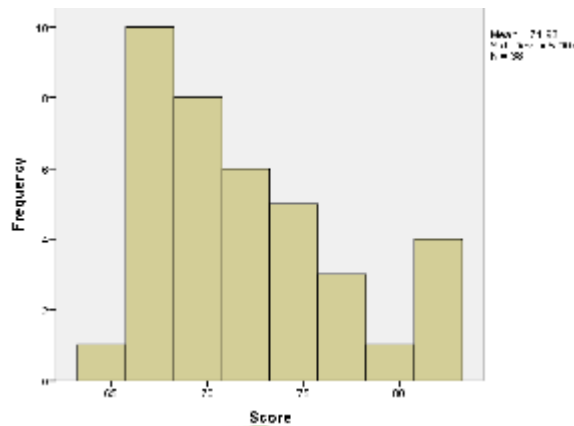
2. Result of Post-test

Figure 4
The Result of the Post-test in Experimental Class



Based on figure above, the researcher conducted the post-test. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Wednesday, May 11th, 2017 at 10.10 am for the VIII E as the experimental class. The mean of post-test in experimental class that consists of 39 students was 78.27, standard of deviation was 3.387, and median was 78.00 while variance was 11.472, minimum score was 70.00, and maximum score was 85.00. It showed that students' writing ability after they getting the treatments to improve their writing ability it can be seen in appendix 26.

Figure 4
The Result of the Post-test in Control Class



Based on figure above, the researcher conducted the post-test. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Friday, August 9th, 2017 at 07.40 am for class VIII D as the control class. The mean of post-test in control class that consists of 38 students was 71.93, standard of deviation was 5.007 and median was 70.75, variance was 25.070, minimum score was 65.00, and maximum score was 80.00. It can be seen in appendix 27.

a. Prerequisite

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

1. Result of Normality Test

The Normality is used to know whether the data in experimental and control class has the normal distribution or not. In this research, the researcher used statistical

computation by using SPSS (*Statistical Program for Social Science*). While the criteria of acceptance or rejection of normality test were as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypothesis for the normality test was formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

Table 5
Normality of the Experimental and Control Class
Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Ex	,129	39	,101	,953	39	,103
	Con	,111	38	,200*	,966	38	,290
	Ex	,082	39	,200*	,987	39	,936
	Con	,140	38	,059	,924	38	,013

Based on Table 5, it can be seen that Sig. (p_{value}) in the table of Kolmogorov-Smirnov was 0.200 and $\alpha = 0.05$. It means that $\text{Sig. } (p_{\text{value}}) > \alpha$ and H_0 was accepted.

The conclusion was that of the population was in normal distribution.

2. Result of Homogeneity Test

After the researcher getting the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follow:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

Table 6
Homogeneity of Experimental and Control Class

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
pre	1,340	1	75	,251
post	5,977	1	75	,017

Based on the results obtained in the test of homogeneity of variances in the column, it can be seen that $\text{Sig. (P}_{\text{value}}) = 0.17 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

3. Result of Hypothetical Test

a. Hypothetical test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher used the following t-test by independent t-test for hypothetical of test.

The hypotheses as followed:

H_a : Mind mapping technique is effective to improve students' writing ability in procedure text at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018.

H_o : Mind mapping technique is not effective to improve students' writing ability in procedure text at the first semester of the ninth grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_a is accepted if $Sig. \geq \alpha 0.05$

H_o is accepted if $Sig. < \alpha 0.05$

Table 7
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
3.148	39	.017

Based on the result obtained in the independent sample t-test in the Table 6 that the value of significant generated $Sig. (P_{value}) = 0.017 < \alpha = 0.05$. So, H_o was rejected and H_a is accepted. Based on the computation, it can be concluded that there

was a significant effectiveness of using mind mapping to improve students' writing ability in procedure text at the first semester of the ninth grade of SMP Negeri Bandar Lampung in the Academic Year of 2017/2018.

D. Discussion

English materials were based on the genre text. Students in junior high school learn kind of genre text. One of the genre text taught in junior high school is procedure text. It was taught by teacher to make students know how to make or do something. Procedure text contains a process to achieve certain goal. And we can find the text not only in magazine, newspaper or construction in food wrapping, but also in the holy Qur'an. For example, Allah stated in Al-Hajj verse 5 as follows:

يَا أَيُّهَا النَّاسُ إِن كُنْتُمْ فِي رَيْبٍ مِّنَ الْبَعْثِ فَإِنَّا خَلَقْنَاكُمْ مِّن تُّرَابٍ
ثُمَّ مِّن نُّطْفَةٍ ثُمَّ مِّن عَلَقَةٍ ثُمَّ مِّن مُّضْغَةٍ مُّخَلَّقَةٍ وَغَيْرِ مُخَلَّقَةٍ
لِّنُبَيِّنَ لَكُمْ وَنُقَرُّ فِي الْأَرْحَامِ مَا نَشَاءُ إِلَىٰ أَجَلٍ مُّسَمًّى ثُمَّ
نُخْرِجُكُمْ طِفْلًا ثُمَّ لَتَبَلِّغُوهُنَّ أَشَدَّكُمْ وَمِنْكُمْ مَّن
يُتَوَفَّىٰ وَمِنْكُمْ مَّن يُرَدُّ إِلَىٰ أَرْذَلِ الْعُمُرِ لِكَيْلَا يَعْلَمَ مِن
بَعْدِ عِلْمٍ شَيْئًا وَتَرَى الْأَرْضَ هَامِدَةً فَإِذَا أَنزَلْنَا عَلَيْهَا الْمَاءَ
أَهْتَزَّتْ وَرَبَتْ وَأَنْبَتَتْ مِن كُلِّ زَوْجٍ بَهِيجٍ ﴿٥﴾

O mankind! if ye have a doubt about the Resurrection, (consider) that We created you out of dust, then out of sperm, then out of a leech-like clot, then out of a morsel of

flesh, partly formed and partly unformed, in order that We may manifest (our power) to you; and We cause whom We will to rest in the wombs for an appointed term, then do We bring you out as babes, then (foster you) that ye may reach your age of full strength; and some of you are called to die, and some are sent back to the feeblest old age, so that they know nothing after having known (much), and (further), thou seest the earth barren and lifeless, but when We pour down rain on it, it is stirred (to life), it swells, and it puts forth every kind of beautiful growth (in pairs).¹

Based on the verse above, we know the information on the creation process of man kind. So, the verse above is included procedure text type, because it contains process of things. It verse relation of material that research was used for taught in the class, the materials is procedure text. We know that procedure text contained how to make something. And in this research, the researcher used mind mapping for teaching in experimental class, and free writing for control class.

The present research has shown that mind mapping technique can improve students' writing ability in procedure text. From the result above, it can be seen that the result of students' post-test was higher than pre-test. Besides, mind mapping can improve each aspect of students' writing including content, organization, vocabulary, language and mechanics.

Based on the result of the pre-test before mind mapping technique was implemented, students' writing ability was lower than after mind mapping was implemented. It can be seen from the mean in pre-test score of control class was

¹ Abdullah Yusuf Ali, *The Holy Qur'an English Translation of the Meanings*, (New Johar: The King Fahd Holy Qur'an Complex, 1987),p.332

57.08 and in the post-test was 71,93 while the mean of pre-test score of experimental class 58.37 and in the post-test was 78.27. It means that the most improvement was in the experimental class.

Afterwards, the students were taught through mind mapping in the experimental class and free writing in the control class. The material was three topics of procedure text for three treatments. Before doing treatment, the researcher explained to the students what procedure text and mind mapping technique were and how they can do the procedure of procedure text. The researcher gave treatment, the first meeting, the students were still shy and the researcher made a condition class enjoy. In first meeting, the researcher gave explanation about procedure text and mind mapping. The first topic was "How to make a cup of coffe". In the second meeting, the researcher expained about procedure text and mind mapping more clearly. In the second meeting, the students intereted in learning, and condition of class was fun and relax. In the third meeting, the researcher expained about procedure text and mind mapping more clearly. the students were intereted in learning, and condition of class was fun and relax. In the next meeting, the researcher gave post test. Post test was done to know which one treatment effective students' procedure writing ability. In the post test, the students also were asked to choose one topic and then the students made a procedure text in paper.

At the end of the research, post-test was given to measure the improvement of students' writing ability in procedure text both classes after the treatment done. Based on the analysis of the data and the testing hypothesis. The result of the calculation

was found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) was accepted. From the analysis above, we know that the students who got high frequency of using mind mapping technique got better score than the students without using mind mapping technique in teaching procedure text. It was proved by the improving average score in both classes. The mean score of control class was 71.93 and the mean score of experimental class was 78.27. So, it can be concluded that mind mapping technique is one of good technique in teaching writing to motivate students in learning English and can help students to improve their writing well without confusing them, especially in procedure text. So, Hillar theory that say “Mind mapping is considered a brainstorming technique out of which we obtain desired results or even extraordinary ones.”²

It is supported by, Marpaung, and Sinulingga about Improving Students’ Writing Recount Text Achievement Through Mind Mapping Technique in Junior High School. “there were substantial differences in the writing form success between students who had been receiving mind mapping technique and students who had not, though there was no significant difference in editing success between students who received mind mapping technique and this technique was successfully motivating them to write descriptive texts in an enjoyable way, to improve their writing descriptive texts, to increase vocabulary and creativity, to arrange sentences and organize ideas.”³ Thus, mind mapping can help student to getting out her ideas. It is

² Silvina, P Hillar, *Mind Mapping with Freemind*, (Mumbai : Packt Publishing, 2012), p.6

³ Maria Rosa Marpaung, Johan Sinulingga, 2013, *Improving Students’ Writing Recount Text Achievement Through Mind Mapping Technique In Junior High School*, Journal, Available on

because in mind mapping there were picture and colour that interested the students. It is made students to motivated in learning writing, especially in procedure text.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the description of the hypothetical test, the researcher is able to make a conclusion as follows:

There is an effectiveness of using mind mapping to improve students' writing ability in procedure text. It is proved as the result of t-test where the Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig.(2-tailed) is 0.000. It is lower than $\alpha = 0.05$, and it means H_0 is rejected and H_a is accepted. From The results of the students' writing test improve from the pre-test to the post-test. The mean of the students' writing tests were: pre-test (57.08), it means that from score of pre test is still low, and after the researcher gave treatment using mind mapping, the score of post test is (78.27). Teaching learning proces using mind mapping makes students interested and help them for getting out ideas. Besides that, there are pictures and full colour. This make students more creative and enjoyable in learning proces. Furthermore, it can create a good atmosphere and can motivate the students in learning English. So, the use of mind mapping technique in teaching learning process can make the situation in the class more enjoyable, therefore this technique can motivate the students in order to improve their writing. It is supported

by the students' scores, they received higher scores after the researcher gave the treatment by using "mind mapping" as a technique in learning writing ability. In other words; Using mind mapping to improve students' writing ability in procedure text at the first semester of the ninth grade academic year of 2017/2018 is effective.

B. Suggestion

Based on the conclusion above, the researcher give some suggestions as follow :

1. Suggestion to the teacher
 - a. In this research, the researcher found out that mind mapping can be used to develop and motivate the students' writing ability. Due the finding, English teacher can help students inmprove their writing ability by using mind mapping.
 - b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing .

2. Suggestion for the students

The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.

3. Suggestion to the Further Research

In this research the resercher focused on the effectiveness of using mind mapping to improve students' writing ability in procedure text. Therefore, it is suggested for the

next researcher to investigate the effectiveness of other technique towards other English skills such as listening, speaking, reading or writing skill.

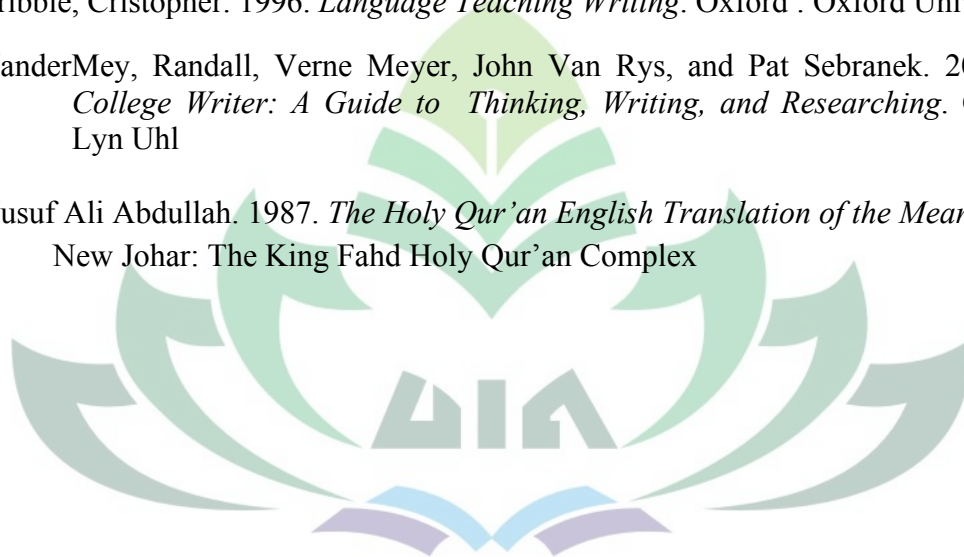


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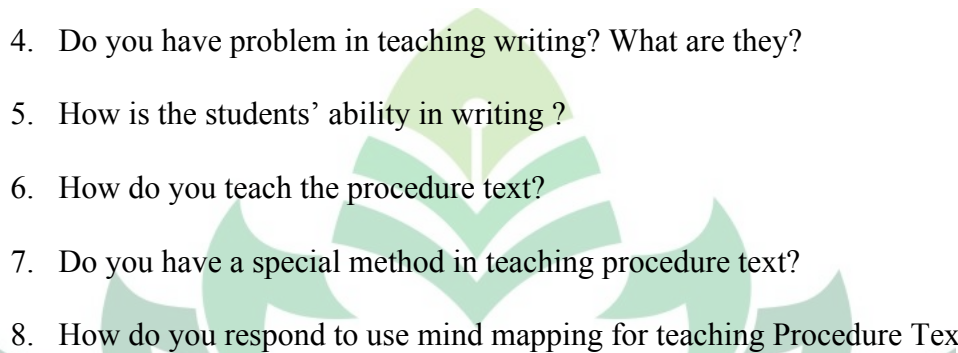


APPENDICES



Appendix 1

INTERVIEW FOR THE TEACHER

1. How long have you been teaching English?
 2. Can you tell me your experience in teaching English especially writing procedure text?
 3. What technique do you use in teaching writing?
 4. Do you have problem in teaching writing? What are they?
 5. How is the students' ability in writing ?
 6. How do you teach the procedure text?
 7. Do you have a special method in teaching procedure text?
 8. How do you respond to use mind mapping for teaching Procedure Text?
- 

Appendix 2

THE RESULT OF INTERVIEW

No.	Question	Answer	Conclusion
1	How long have you been teaching English?	I have been teaching English in this school since 1987	It can be concluded that the teacher has been teaching English for 30 years
2	Can you tell me your experience in teaching English especially writing procedure text?	There is nothing special. In teaching procedure text, I just explain to them what procedure text is and I askes them to make it.	The students must be given stimulus and motivation to develop their writing ability.
3	What technique do you use in teaching writing?	I usually teach them uses Free Writing technique. I explain the materials based on the textbook's instruction. Then I ask the students to do the exercises.	The technique that teacher used is monotonous. The student will feel bored in learning the materials.
4	Do you have problem in teaching writing? What are they?	Yes, I do They are because the students still cannot figure out idea to write and their lack of vocabularies. Not	There are many problems that the teacher has in teaching writing. Most of the problems come from the students. The

		only that, The students also lazy to bring dictionary. My problem also usually comes when I do not prepare the materials well.	students have lack vocabulary. They also feel difficult to figure out their idea in writing.
5	How is the students' writing ability?	The students' writing is still very low. Because they have lack of vocabularies. Not only that, they also commonly do the grammar mistakes.	The technique that the teacher uses is monotonous and the students do not have much opportunities to speak English.
6	How do you teach the procedure text?	I usually give the explanation from the textbook, then I ask them to make procedure text	It can be concluded that the role of the teacher in learning process is more than the students. It can be called as teacher centered. Meanwhile, it will be better if it can create the students centered in learning process.
7	Do you have a special method in teaching procedure text?	No, I do not I usually just ask them to make the procedure text and present it.	the teacher should create more interesting technique in teaching procedure text especially in helping the students to get idea.
8	How do you respond	I never use it before. But	The teacher has good

	to use Mind Mapping for teaching Procedure Text?	we can try it to be implemented.	respond about this technique.
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Appendix 3

Students' Score of Writing at the First Semester Class of the Ninth Grade of SMP Negeri 11 Bandar Lampung in the Academic Year of 2017/2018

Class : IX A

No	Students' Name	Gender	KKM	Score
1	Amelia Media Putri	F	70	65
2	Ari Kurniawan	M	70	60
3	Arief Maulana Salim	M	70	60
4	Dian Lestari	F	70	78
5	Dimas Alfa Fernando	M	70	72
6	Edel Febriyansah	M	70	58
7	Eka Putri Wahyuningsih	F	70	78
8	Fikri Pratama	M	70	79
9	Iis Ismawati	F	70	72
10	Ilham Pratama	M	70	60
11	Indah Basanti	F	70	60
12	Ine Febriyanti	F	70	78
13	Jenny Dwi Putriana	F	70	58
14	Kristina Ningsih	F	70	76
15	M. Deni Farizki	M	70	76
16	M.Rustam	M	70	75
17	Meti Adelia	F	70	72
18	Meylani Dara Ditha	F	70	70
19	Miko Kurnia Dinata	M	70	77
20	Okta Damayanti	F	70	60
21	Ratna Sapitri	F	70	64
22	Riyan Permana Putra	M	70	78
23	Rizki Wijaya Sr	M	70	66
24	Rohdatul Aini	F	70	76
25	Sahroni Setiawan	M	70	60

26	Saila Manshurin	F	70	58
27	Sarmila	F	70	72
28	Suandi	M	70	60
29	Sunenti	F	70	58
30	Susi Widya Ningrum	F	70	78
31	Tamara Fatimatul Zahra Febriyanti	M	70	76
32	Tiara Puspita	F	70	70
33	Ulumudin	M	70	78
34	Wahyuning Tyas	F	70	60
35	Yasinta	F	70	62

Class : IX B

No	Students' Name	Gender	KKM	Score
1	Anas Tsalatsa Putri Alam Sari	F	70	75
2	Anhar Zam-Zani	M	70	60
3	Anisa	F	70	55
4	Aprilia	F	70	60
5	Ayu Listiyani Safitri	F	70	65
6	Della Safira	F	70	60
7	Dila Purwati	F	70	78
8	Dwi Okta Riansah	M	70	68
9	Fahri Fahmi	M	70	66
10	Fikri Permana	M	70	70
11	Flora Tamaro Br Sitorus	F	70	65
12	Gladys Rizkianing Putri	F	70	60
13	Intan Eriana	F	70	55
14	M. Andika Mukti	M	70	68
15	M. Sugi Laksono	M	70	65
16	Nabila Safitri	F	70	70
17	Nofran Fajar	M	70	80
18	Nova Maryani	F	70	72

19	Novia Julianti	F	70	60
20	Okta Yustika	F	70	65
21	Pandu Abiyyu	M	70	60
22	Ratnasari	F	70	75
23	Reni	F	70	65
24	Reni Apriyanti	F	70	60
25	Ridwan Setiawan	M	70	70
26	Rike Safitri	F	70	72
27	Rivaldi Wijaya	M	70	78
28	Rohman Zaelani	M	70	70
29	Sania Dwi Aprilianti	F	70	78
30	Sesi Fresila	F	70	75
31	Shella Meilani	F	70	75
32	Siska	F	70	60
33	Suparna Dinata	M	70	55
34	Tegar Pratama	M	70	75
35	Tiara Puspita	F	70	65
36	Tio Sinaga	M	70	60
37	Tubagus Salim	M	70	78
38	Vintia Ressylia	F	70	68
39	Vonny Dio Quentina	F	70	66
40	Yasmin Aulia	F	70	75

Class : IX C

No	Students' Name	Gender	KKM	Score
1	Anggi Oktapia	F	70	60
2	Anis Cahya Putri	F	70	55
3	Arnis Arbela	F	70	65
4	Beni Medeli	M	70	40
5	Cania Radika	M	70	48
6	Deshifa Fitria	F	70	80

7	Deva Armando Raka Siwi	M	70	68
8	Fadli Nugraha	M	70	55
9	Fandi Wibowo	M	70	70
10	Febrio Pratama	M	70	75
11	Feby Youla Visuri	F	70	72
12	Feni Aprilia	F	70	65
13	Gilang Surya Mukti	M	70	78
14	Hadi Kesuma	M	70	60
15	Herdian Hermanto	M	70	55
16	Irvan Fazbi	M	70	75
17	Ismila Damayanti	F	70	68
18	M. Irfansyah	M	70	70
19	Melia Sari	F	70	78
20	Nova Latifah	F	70	75
21	Nurhasanah	F	70	75
22	Olivia Julianti	F	70	78
23	Putri Gandari	F	70	68
24	Rani Masitoh	F	70	65
25	Rena Nurliana	F	70	78
26	Rendi Fernando	M	70	70
27	Rendy Mardiansyah	M	70	72
28	Safitri	F	70	70
29	Sahada Wardana	M	70	60
30	Sentia Ferenia Dessi	F	70	55
31	Sidik Sukmana	M	70	60
32	Siti Nurul Rahmadhani	F	70	72
33	Teguh Saputra	M	70	55
34	Ulfa Oktafiana	F	70	60
35	Uun Syaifudin	M	70	56

Class : IX D

No	Students' Name	Gender	KKM	Score
1	Ahmad Bastomi	M	70	76
2	Aprizal	M	70	48
3	Ayu Pratiwi	F	70	72
4	David Fernanda	M	70	48
5	Dea Jihan Cahyani	F	70	75
6	Dea Kurniawan	M	70	52
7	Dian Ayu Safitri	F	70	65
8	Dina Riani	F	70	62
9	Dina Wangi Ummi Kulsum	F	70	78
10	Dinda Saputri	F	70	62
11	Danang Irawan			55
12	Erika Sari	F	70	76
13	Galuh Ayu Wardani	F	70	62
14	Hermawan	M	70	50
15	Imam Syafei	M	70	65
16	Irfan Hakim	M	70	56
17	M. Sarifudin	M	70	70
18	Marinda	F	70	58
19	Meigi Maulana	M	70	56
20	Meida Sari	F	70	54
21	Melda Maya Sari	F	70	75
22	Miranda	F	70	64
23	Naufal Malik Fajar	M	70	62
24	Novika Rahma	F	70	60
25	Nur Amanah Putri	F	70	75
26	Oka Sanjaya	M	70	56
27	Redho Ilham	M	70	60
28	Renaldi	M	70	65

29	Reni Ambarwati	F	70	68
30	Ridho Ismail	M	70	54
31	Selpiah	F	70	72
32	Siti Kharnella	F	70	60
33	Sumer Hamrambe	M	70	70
34	Tegar Prasetyo	M	70	56
35	Wulan Anggraini	F	70	62
36	Yul Yana	F	70	70
37	Yuni Islamiyati	F	70	56
38	Yuni Utami	F	70	60

Class : IX E

No	Students' Name	Gender	KKM	Score
1	Adam Azikri	M	70	48
2	Adi Muhammad Hasanuddin	M	70	78
3	Aji Padli	M	70	48
4	Alfara Huraira Pandeal	F	70	75
5	Aliffiah Fernanda M.	F	70	52
6	Anggi Arya	M	70	75
7	Ayu Setianingrum	F	70	62
8	Anggun Intania	F	70	78
9	Bella Kharisma	F	70	62
10	Cika Arianti	F	70	75
11	Cindy Putri Kinanti	F	70	76
12	Dede Suhandha	M	70	62
13	Defriana	F	70	80
14	Devita Maulia	F	70	75
15	Dewi Apriyani	F	70	56
16	Dimas Sultan H.	M	70	70

17	Durrotul Nashah	F	70	78
18	Fahmi Ardianto	M	70	80
19	Febiola Andaini	F	70	60
20	Hajiji Wijaya	M	70	54
21	Iin Fadilah	F	70	58
22	Krisna M	M	70	75
23	Lisdiana	F	70	62
24	Luna Maya	F	70	64
25	M. Iqbal	M	70	62
26	M. Tomi	M	70	60
27	M.Faisal Davala	M	70	80
28	Ninis Marysa	F	70	56
29	Novita Saputri	F	70	60
30	Nurhaliza	F	70	78
31	Okta Elviana	F	70	68
32	Reza Abel Fachrezy	M	70	56
33	Rosa Wulandari	F	70	54
34	Sabar Akbar	M	70	76
35	Sabila Mawadah	F	70	60
36	Soniya Yusita Sari	F	70	75
37	Tanti Kartika	F	70	70
38	Yudha Putra Pratama	M	70	66
39	Zakia Setia Asih	F	70	63

Bandar Lampung, January 2nd 2017
English Teacher

Suwito, S.Pd
NIP. 195901121987011002

Appendix 4

INTERVIEW FOR STUDENTS NINTH GRADE

1. Apakah kamu menyukai pelajaran Bahasa Inggris? Mengapa?
2. Apakah kamu menyukai menulis procedure text? Mengapa?
3. Apakah ada masalah yang kamu temukan dalam pelajaran Bahasa Inggris khususnya dalam menulis procedure text?
4. Bagaimana guru Bahasa Inggris mengajar dalam menulis procedure text?



APPENDIX 5

THE RESULT OF INTERVIEW FOR THE STUDENTS

(Student 1)

1. Tidak, karena pelajaran Bahasa Inggris itu susah dan membuat pusing
2. Tidak, karna menulis procedure text susah
3. Saya tidak suka menulis,karena saya bingung mau nulis apa karena saya tidak mempunyai ide
4. Selalu menjelaskan dari buku.

(Student 2)

1. Tidak, karena pelajaran Bahasa Inggris itu membosankan dan susah untuk dimengerti
2. Tidak, karna menulis procedure text susah dan saya bingung
3. Ya,karena saya tidak hapal kosa kata Bahasa Inggris dan jadi susah untuk menulis ke dalam Bahasa Inggris.
4. Selalu menjelaskan dari buku dan menyuruh siswa untuk menulis text.

(Student 3)

1. Tidak, karena pelajaran Bahasa Inggris itu susah untuk dimengerti
2. Tidak, karna menulis procedure text susah dan saya juga kurang mengerti procedure text itu apa.
3. Ya,karena saya tidak tahu procedure text itu apa.
4. Selalu menggunakan teknik itu itu saja dalam mengajar.

(Student 4)

1. Ya, karena saya mengikuti bimbel Bahasa Inggris juga jadi saya mengerti dan suka
2. Ya, karna menulis procedure text itu tidak susah karena saya mempunyai banyak kosa kata Bahasa Inggris untuk ditulis
3. Tidak
4. Selalu menjelaskan dari buku.

(Student 5)

1. Ya, karena saya sering membaca kamus bergambar Bahasa Inggris dan saya senang menghafal.
2. Ya, karna menulis procedure text itu tidak susah karena saya mempunyai banyak kosa kata Bahasa Inggris untuk ditulis
3. Tidak
4. Setiap pelajaran Bahasa Inggris cara menjelaskannya sama

(Student 6)

1. Tidak, karena pelajaran ini sulit.
2. Tidak, karna menulis procedure text itu susah
3. Iya, karna saya tidak tahu Bahasa Inggris jadi setiap menulis saya harus membuka kamus dulu jadi saya malas.
4. Setiap pelajaran Bahasa Inggris cara menjelaskannya sama.

(Student 7)

1. Tidak, karna dari sd guru Bahasa Inggris galak.
2. Tidak, karna menulis procedure text itu susah
3. Iya, saya kurang paham dengan yang guru jelaskan.
4. Mengajarnya kita baca dan lihat contoh di buku cetak lalu guru menyuruh kita untuk menulis procedure text menggunakan batas waktu.

(Student 8)

1. Tidak, karena pelajaran Bahasa Inggris bikin ngantuk.
2. Tidak, karna menulis procedure text itu susah
3. Iya, saya kurang paham dengan yang guru jelaskan.
4. Mengajarnya membuat kita bosan dan saya tidak mengerti dengan yang guru jelaskan.

(Student 9)

1. Tidak, karena pelajaran Bahasa Inggris itu susah untuk dimengerti
2. Tidak, karna menulis procedure text susah dan saya tidak tahu.
3. Ya, karna saya tidak mengerti apa itu procedure text.
4. Selalu menjelaskan dari buku dan menyuruh kita untuk menulis.

(Student 10)

1. Tidak, karena pelajaran Bahasa Inggris itu membuat saya pusing
2. Tidak, karna menulis procedure text susah
3. Ya, karena saya tidak suka menulis.

4. Selalu menjelaskan dengan cara yang sama.

(Student 11)

1. Tidak, kalau belajar Bahasa Inggris pusing.
2. Tidak, karna menulis procedure text itu susah
3. Iya, saya tidak bisa menulis karna saya tidak mempunyai ide untuk menulis.
4. Kalau guru Bahasa Inggris menjelaskan saya gak mengerti.

(Student 12)

1. Tidak, karena saya tidak mengerti pelajaran Bahasa Inggris
2. Tidak, karna menulis procedure text susah dan saya tidak tahu.
3. Ya,karna saya tidak mengerti apa itu procedure text.
4. Selalu menjelaskan dari buku dan menyuruh kita untuk menulis.

(Student 13)

1. Tidak, karena pelajaran Bahasa Inggris itu susah
2. Tidak, karna menulis procedure text susah
3. Ya,karena saya sulit untuk menulis.
4. Selalu menggunakan teknik yang sama dalam mengajar.

(Student 14)

1. Ya, karena pelajaran Bahasa Inggris itu menyenangkan
2. Tidak, karna menulis procedure text susah
3. Ya,karena saya sulit untuk menulis.
4. Selalu menggunakan teknik yang sama dalam mengajar.

(Student 15)

1. Tidak, karena pelajaran ini sulit.
2. Tidak, karna menulis procedure text itu sulit
3. Iya, karna saya gak bisa untuk menulis Bahasa Inggris karena dari bahasa yang sulit saya juga gak punya ide untuk menulis.
4. Setiap pelajaran Bahasa Inggris cara menjelaskannya selalu sama jadi kita merasa bosan.



Appendix 6

The Students' name in Experimental Class

No	Students' Name	Gender	Code
1	Adam Azikri	M	E-1
2	Adi Muhammad Hasanuddin	M	E-2
3	Aji Padli	M	E-3
4	Alfara Huraira Pandeal	F	E-4
5	Aliffiah Fernanda M.	F	E-5
6	Anggi Arya	M	E-6
7	Ayu Setianingrum	F	E-7
8	Anggun Intania	F	E-8
9	Bella Kharisma	F	E-9
10	Cika Arianti	F	E-10
11	Cindy Putri Kinanti	F	E-11
12	Dede Suhandi	M	E-12
13	Defriana	F	E-13
14	Devita Maulia	F	E-14
15	Dewi Apriyani	F	E-15
16	Dimas Sultan H.	M	E-16
17	Durrotul Nashah	F	E-17
18	Fahmi Ardianto	M	E-18
19	Febiola Andaini	F	E-19
20	Hajiji Wijaya	M	E-20
21	Iin Fadilah	F	E-21
22	Krisna M	M	E-22
23	Lisdiana	F	E-23
24	Luna Maya	F	E-24
25	M. Iqbal	M	E-25
26	M. Tomi	M	E-26
27	M.Faisal Davala	M	E-27
28	Ninis Marysa	F	E-28
29	Novita Saputri	F	E-29
30	Nurhaliza	F	E-30

31	Okta Elviana	F	E-31
32	Reza Abel Fachrezy	M	E-32
33	Rosa Wulandari	F	E-33
34	Sabar Akbar	M	E-34
35	Sabila Mawadah	F	E-35
36	Soniya Yusita Sari	F	E-36
37	Tanti Kartika	F	E-37
38	Yudha Putra Pratama	M	E-38
39	Zakia Setia Asih	F	E-39



Appendix 7

The Students' name in Control Class

No	Students' Name	Gender	Code
1	Ahmad Bastomi	M	C-1
2	Aprizal	M	C-2
3	Ayu Pratiwi	F	C-3
4	David Fernanda	M	C-4
5	Dea Jihan Cahyani	F	C-5
6	Dea Kurniawan	M	C-6
7	Dian Ayu Safitri	F	C-7
8	Dina Riani	F	C-8
9	Dina Wangi Ummi Kulsum	F	C-9
10	Dinda Saputri	F	C-10
11	Danang Irawan		C-11
12	Erika Sari	F	C-12
13	Galuh Ayu Wardani	F	C-13
14	Hermawan	M	C-14
15	Imam Syafei	M	C-15
16	Irfan Hakim	M	C-16
17	M. Sarifudin	M	C-17
18	Marinda	F	C-18
19	Meigi Maulana	M	C-19
20	Meida Sari	F	C-20
21	Melda Maya Sari	F	C-21
22	Miranda	F	C-22
23	Naufal Malik Fajar	M	C-23
24	Novika Rahma	F	C-24
25	Nur Amanah Putri	F	C-25
26	Oka Sanjaya	M	C-26
27	Redho Ilham	M	C-27

28	Renaldi	M	C-28
29	Reni Ambarwati	F	C-29
30	Ridho Ismail	M	C-30
31	Selpiah	F	C-31
32	Siti Kharnella	F	C-32
33	Sumer Hamrambe	M	C-33
34	Tegar Prasetyo	M	C-34
35	Wulan Anggraini	F	C-35
36	Yul Yana	F	C-36
37	Yuni Islamiyati	F	C-37
38	Yuni Utami	F	C-38



Appendix 8

Lesson plan for experimental class

Rencana Pelaksanaan Pembelajaran

(RPP 1)

Nama Sekolah : SMP N 11 Bandar Lampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan)/1

Tema : *How to Make Things*

Aspek Skill : Menulis (*Writing*)

Alokasi Waktu : 2 x 40 menit

A. Standard Kompetensi

1. Mengungkap kan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 6.2 Mengungkap-kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure* dan *report*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu;

1. Mengidentifikasi makna yang terkait dalam *procedure text*.

2. Memahami generic structures dan language features dalam *procedure text*.
3. Membuat *procedure text* dengan tulisan yang benar dan tepat.

D. Materi Pembelajaran

The Procedure Text

The Procedure text is instruction in how to do something through sequence of steps.

Generic Structures of Procedure Text

Goal : It is contain the purpose of the text

Materials/ingredients needed : It is contain of the materials/ingredients that used in process

Steps : It is contain of the steps of making something.

Language Features in Procedure Text

Use adverbial of sequences (first, second, third, last...)

Use command (put...., cut....., wash....)

Contoh Procedure Text.

GOAL : HOW TO MAKE A CUP OF COFFEE

INGRIDIENTS :

- 2 spoons of sugar
- One spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURES :

1. Firstly, Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Then Put one spoon of coffee powder into the cup.
3. After that Pour some hot water into the cup.

4. Next Add 2 spoons of sugar into a cup of coffee

5. Finally, stir it well and the hot coffee is ready to drink

E. Metode / Teknik Pembelajaran :

Mind Mapping technique

F. Media, Alat, dan Sumber Pembelajaran

1. Media : book, picture, white board
2. Alat : White Board and marker
3. Sumber Pembelajaran : Buku Bahasa Inggris SMP kelas IX

G. Langkah-langkah Kegiatan Pembelajaran

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Salam, tegur, sapa	<ul style="list-style-type: none"> - Guru Memberi salam kepada siswa - Guru menanyakan kabar siswa - Guru memberi arahan ketua kelas untuk memimpin do'a - Guru memeriksa kehadiran siswa
KEGIATAN INTI (60 Menit)	
Pre – Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru menjelaskan tentang procedure text - Guru menjelaskan tentang mind mapping - Guru memberikan topik, untuk membuat procedure text secara 	<ul style="list-style-type: none"> - Siswa mengamati penjelasan guru - Siswa mengamati penjelasan guru - Siswa mendengarkan topic yang diberikan oleh guru

bersama sama	
Whilst – Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru membuat gambar/ tulisan yang besar untuk menandai bahwa kata tersebut yaitu topik - Guru menambahkan kata kunci dari topik tersebut yang berhubungan dengan topik - Guru dan siswa menambahkan kembali kata kata yang diperlukan di cabang dari ide topik - Guru bersama siswa memperbaiki lagi supaya hasilnya menjadi bagus. 	<ul style="list-style-type: none"> - Siswa ikut serta dalam membuat gambar / tulisan (topik) - Siswa mengamati penjelasan guru - guru dan siswa menambahkan kembali kata kata yang diperlukan di cabang dari ide topik - Guru bersama siswa memperbaiki lagi supaya hasilnya menjadi bagus.
Post-Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru membagikan paper dan meminta siswa untuk menulis <i>procedure text</i> berdasarkan mind mapping. - Guru meminta siswa mengumpulkan hasil tulisan siswa di meja jika sudah selesai. 	<ul style="list-style-type: none"> - Siswa mencoba membuat <i>procedure text</i> secara individu dengan menggunakan teknik <i>Mind Mapping</i> di paper yang guru bagikan. - Siswa mengumpulkan hasil <i>procedure text</i> yang telah dibuatnya.
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> - Guru menanyakan kepada siswa 	<ul style="list-style-type: none"> - Siswa menanyakan hal-hal yang

tentang apa yang telah dipelajari hari ini - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	belum dimengerti berkaitan dengan materi. - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Siswa mendengarkan apa yang disampaikan guru.
--	---

H. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis teks berbentuk <i>procedure text</i>	Tes tertulis	Tugas Individu	<i>Make writing by following procedure text</i>

2. Instrument

Dilampirkan

3. Scoring

No	Aspects of Scoring	Scoring
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	20
5	Mechanic	10

Final Score : $C+O+V+L+M = 30+20+20+20+10 = 100$

Bandar Lampung, 2017

Guru Kelas

Mahasiswa Penelitian

Suwito, S.Pd

Rona Nurjanah

NIP: 195901121987011002

NPM. 1311040140

Mengetahui

Kepala SMP N11 Bandar Lampung

Hj. Siti Robiyah, M.Pd

NIP. 196305121984122003



LAMPIRAN

(Lembar Kerja Siswa)

Buatlah tulisan procedure text berdasarkan gambar dibawah ini (pilih salah satu gambar dibawah ini)

1.



Goals

Ingredients

Steps

2.



Goals

Ingredients

Steps

Rencana Pelaksanaan Pembelajaran

(RPP 2)

Nama Sekolah : SMP N 11 Bandar Lampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan)/1

Tema : *How to Make Things*

Aspek Skill : Menulis (*Writing*)

Alokasi Waktu : 2 x 40 menit

A. Standard Kompetensi

1. Mengungkap kan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 6.2 Mengungkap-kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure* dan *report*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu;

1. Mengidentifikasi makna yang terkait dalam *procedure text*.
2. Memahami generic structures dan language features dalam *procedure text*.
3. Membuat *procedure text* dengan tulisan yang benar dan tepat.

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Steps : It is contain of the steps of making something.

Language Features in Procedure Text

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Use command (put...., cut....., wash.....)

Contoh Procedure Text.

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INGRIDIENTS :

- 2 spoons of sugar
- One spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURES :

1. Firstly, Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Then Put one spoon of coffee powder into the cup.
3. After that Pour some hot water into the cup.
4. Next Add 2 spoons of sugar into a cup of coffee

5. Finally, stir it well and the hot coffee is ready to drink

E. Metode / Teknik Pembelajaran :

Mind Mapping technique

F. Media, Alat, dan Sumber Pembelajaran

1. Media : book, Picture, white board
2. Alat : White Board and marker
3. Sumber Pembelajaran : Buku Bahasa Inggris SMP kelas IX

G. Langkah-langkah Kegiatan Pembelajaran

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Salam, tegur, sapa	<ul style="list-style-type: none"> - Guru Memberi salam kepada siswa - Guru menanyakan kabar siswa - Guru memberi arahan ketua kelas untuk memimpin do'a - Guru memeriksa kehadiran siswa
KEGIATAN INTI (60 Menit)	
Pre – Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru menanyakan hal-hal yang telah dipelajari sebelumnya. - Guru memberikan topik, untuk membuat procedure text 	<ul style="list-style-type: none"> - Siswa merespon dan menjawab pertanyaan guru tentang hal-hal yang dipelajari sebelumnya. - Siswa mengamati penjelasan yang diberikan oleh guru
Whilst – Writing	

Teacher	Students
<ul style="list-style-type: none"> - Guru membuat gambar/ tulisan yang besar untuk menandai bahwa kata tersebut yaitu topik - Guru menambahkan kata kunci dari topik tersebut yang berhubungan dengan topik - Guru dan siswa menambahkan kembali kata kata yang diperlukan di cabang dari ide topik - Guru bersama siswa memperbaiki lagi supaya hasilnya menjadi bagus. - 	<ul style="list-style-type: none"> - Siswa ikut serta dalam membuat gambar / tulisan (topik) - Siswa mengamati penjelasan guru - guru dan siswa menambahkan kembali kata kata yang diperlukan di cabang dari ide topik - Guru bersama siswa memperbaiki lagi supaya hasilnya menjadi bagus.
Post-Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru membagikan paper dan meminta siswa untuk menulis <i>procedure text</i> berdasarkan <i>mind mapping</i>. - Guru meminta siswa mengumpulkan hasil yang sudah selesai di meja. 	<ul style="list-style-type: none"> - Siswa mencoba membuat <i>procedure text</i> secara individu dengan menggunakan teknik <i>Mind Mapping</i> di <i>paper</i> yang guru bagikan. - Siswa mengumpulkan hasil <i>procedure text</i> yang telah dibuatnya.
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini. 	<ul style="list-style-type: none"> - Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. - Guru bersama siswa menyimpulkan hasil pelajaran.

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	- Siswa menyimak rencana yang dibuat oleh guru untuk pertemuan berikutnya.
---	--

H. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis teks berbentuk procedure text	Tes tertulis	Tugas Individu	<i>Make writing by following procedure text</i>

2. Instrument

Dilampirkan

3. Scoring

No	Aspects of Scoring	Scoring
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	20
5	Mechanic	10

Final Score : $C+O+V+L+M = 30+20+20+20+10 = 100$

Bandar Lampung, 2017

Guru Kelas

Mahasiswa Penelitian

Suwito, S.Pd

Rona Nurjanah

NIP: 195901121987011002

NPM. 1311040140

Mengetahui

Kepala SMP N11 Bandar Lampung

Hj. Siti Robiyah, M.Pd

NIP. 196305121984122003



LAMPIRAN

(Lembar Kerja Siswa)

Buatlah tulisan procedure text berdasarkan gambar dibawah ini (pilih salah satu gambar dibawah ini)

1.



Goals

Ingredients

Steps

2.



Goals

Ingredients

Steps

Lesson plan for experimental class

Rencana Pelaksanaan Pembelajaran

(RPP 3)

Nama Sekolah : SMP N 11 Bandar Lampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan)/1

Tema : *How to Make Things*

Aspek Skill : Menulis (*Writing*)

Alokasi Waktu : 2 x 40 menit

A. Standard Kompetensi

1. Mengungkap kan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 6.2 Mengungkap-kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure* dan *report*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu;

1. Mengidentifikasi makna yang terkait dalam *procedure text*.

2. Memahami generic structures dan language features dalam *procedure text*.
3. Membuat *procedure text* dengan tulisan yang benar dan tepat.

D. Materi Pembelajaran

The Procedure Text

The Procedure text is instruction in how to do something through sequence of steps.

Generic Structures of Procedure Text

Goal : It is contain the purpose of the text

Materials/ingredients needed : It is contain of the materials/ingredients that used in process

Steps : It is contain of the steps of making something.

Language Features in Procedure Text

Use adverbial of sequences (first, second, third, last...)

Use command (put..., cut....., wash....)

Contoh Procedure Text.

GOAL : HOW TO MAKE A CUP OF COFFEE

INGRIDIENTS :

- 2 spoons of sugar
- One spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURES :

1. Firstly, Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Then Put one spoon of coffee powder into the cup.

3. After that Pour some hot water into the cup.
4. Next Add 2 spoons of sugar into a cup of coffee
5. Finally, stir it well and the hot coffee is ready to drink

E. Metode / Teknik Pembelajaran :

Mind Mapping technique

F. Media, Alat, dan Sumber Pembelajaran

1. Media : book, flash card, white board
2. Alat : White Board and marker
3. Sumber Pembelajaran : Buku Bahasa Inggris SMP kelas IX

G. Langkah-langkah Kegiatan Pembelajaran

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Salam, tegur, sapa	<ul style="list-style-type: none"> - Guru Memberi salam kepada siswa - Guru menanyakan kabar siswa - Guru memberi arahan ketua kelas untuk memimpin do'a - Guru memeriksa kehadiran siswa
KEGIATAN INTI (60 Menit)	
Pre – Writing	
Teacher	Students

- Guru memberikan topik, untuk membuat procedure text	- . Siswa mengamati penjelasan dari guru
Whilst – Writing	
Teacher	Students
- Guru memberikan ulasan penjelasan tentang <i>procedure text</i> dan <i>Mind Mapping technique</i> .	<ul style="list-style-type: none"> - Siswa mengamati penjelasan tentang <i>procedure text</i> dan <i>Mind Mapping technique</i>. - Siswa mengamati cara penggunaan <i>Mind Mapping technique</i>.
Post-Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru membuat gambar/ tulisan yang besar untuk menandai bahwa kata tersebut yaitu topik - Guru menambahkan kata kunci dari topik tersebut yang berhubungan dengan topik - Guru dan siswa menambahkan kembali kata kata yang diperlukan di cabang dari ide topik - Guru bersama siswa memperbaiki lagi supaya hasilnya menjadi bagus. 	<ul style="list-style-type: none"> - Siswa ikut serta dalam membuat gambar / tulisan (topik) - Siswa mengamati penjelasan guru - guru dan siswa menambahkan kembali kata kata yang diperlukan di cabang dari ide topik - Guru bersama siswa memperbaiki lagi supaya hasilnya menjadi bagus.
PENUTUP (10 Menit)	
Teacher	Students

<ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Guru menutup pertemuan dengan salam. 	<ul style="list-style-type: none"> - Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. - Guru siswa bersama menyimpulkan hasil pertemuan hari ini. - Siswa menjawab salam.
--	---

H. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis teks berbentuk procedure text	Tes tertulis	Tugas Individu	<i>Make writing by following procedure text</i>

2. Instrument

Dilampirkan

3. Scoring

No	Aspects of Scoring	Scoring
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	20
5	Mechanic	10

Final Score : $C+O+V+L+M = 30+20+20+20+10 = 100$

Bandar Lampung, 2017

Guru Kelas

Mahasiswa Penelitian

Suwito, S.Pd

Rona Nurjanah

NIP: 195901121987011002

NPM. 1311040140

Mengetahui

Kepala SMP N11 Bandar Lampung

Hj. Siti Robiyah, M.Pd

NIP. 196305121984122003



LAMPIRAN

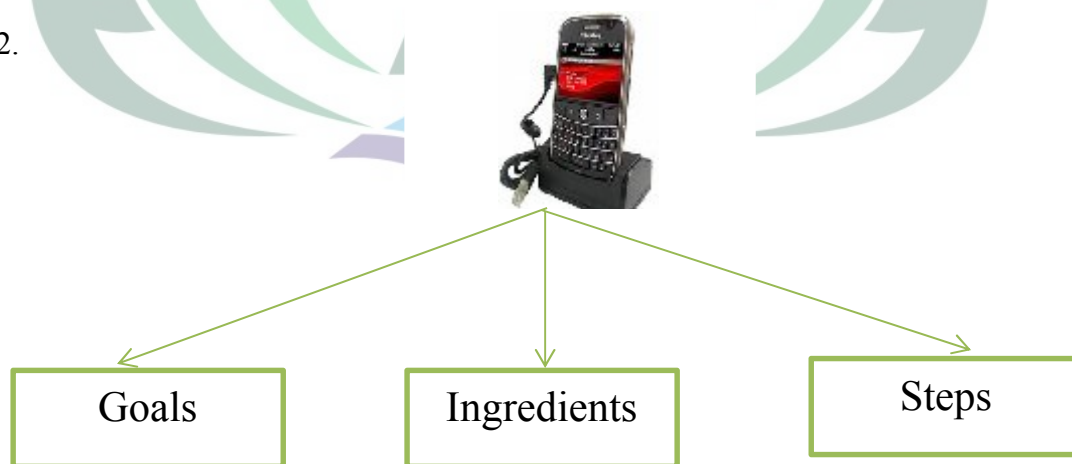
(Lembar Kerja Siswa)

Buatlah tulisan procedure text berdasarkan gambar dibawah ini (pilih salah satu gambar dibawah ini)

1.



2.



Appendix 9

Lesson plan for control class

Rencana Pelaksanaan Pembelajaran

(RPP 1)

Nama Sekolah : SMP 11 Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX (Sembilan)/1
 Tema : *How to Make Things*
 Aspek Skill : Menulis (*Writing*)
 Alokasi Waktu : 2 x 40 menit

A. Standard Kompetensi

1. Mengungkap kan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 6.2 Mengungkap-kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure* dan *report*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu;

1. Mengidentifikasi makna yang terkait dalam *procedure text*.
2. Memahami generic structures dan language features dalam *procedure text*.
3. Membuat *procedure text* dengan tulisan yang benar dan tepat.

D. Materi Pembelajaran

The Procedure Text

The Procedure text is instruction in how to do something through sequence of steps.

Generic Structures of Procedure Text

Goal	:	It is contain the purpose of the text
Materials needed	:	It is contain of the materials that used in process
Steps	:	It is contain of the steps of making something.

Language Features in Procedure Text

Use adverbial of sequences (first, second, third, last...)

Use command (put...., cut....., wash....)

Contoh Procedure Text.

GOAL	:	HOW TO MAKE A CUP OF COFFEE
INGRIDIENTS	:	<ul style="list-style-type: none"> - 2 spoons of sugar - One spoon of coffee powder - hot water - a cup - a spoon
PROCEDURES	:	<ol style="list-style-type: none"> 1. Firstly, Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon. 2. Then Put one spoon of coffee powder into the cup. 3. After that Pour some hot water into the cup. 4. Next Add 2 spoons of sugar into a cup of coffee 5. Finally, stir it well and the hot coffee is ready to drink

E. Metode / Teknik Pembelajaran :

Free writing

F. Media, Alat, dan Sumber Pembelajaran

1. Media : book, picture, white board
2. Alat : White Board and marker
3. Sumber Pembelajaran : Buku Bahasa Inggris SMP kelas XI

G. Langkah-langkah Kegiatan Pembelajaran

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Salam, tegur, sapa	<ul style="list-style-type: none"> - Guru Memberi salam kepada siswa - Guru menanyakan kabar siswa - Guru memberi arahan ketua kelas untuk memimpin do'a - Guru memeriksa kehadiran siswa
KEGIATAN INTI (60 Menit)	
Pre - Writing	
Teacher	Students
- Guru memberikan penjelasan tentang <i>procedure text</i> .	- Siswa mengamati penjelasan dari guru hal-hal yang berkaitan tentang <i>procedure text</i> .
Whilst - Writing	
Teacher	Students
- Guru memberikan contoh membuat <i>procedure text</i> .	<ul style="list-style-type: none"> - Siswa mengamati cara membuat <i>procedure text</i>. - Dengan arahan guru, siswa mencoba membuat sebuah <i>procedure text</i> bersama-sama.



Post-Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru meminta siswa untuk membuat <i>procedure text</i> sendiri. - Guru meminta siswa untuk mengumpulkan hasil jika sudah selesai. 	<ul style="list-style-type: none"> - Siswa mencoba membuat <i>procedure text</i> secara individu - Siswa mengumpulkan hasil <i>procedure text</i> yang telah dibuatnya.
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	<ul style="list-style-type: none"> - Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Siswa mendengarkan rencana pembelajaran yang disampaikan oleh guru.

H. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis teks berbentuk <i>procedure text</i>	Tes tertulis	Tugas Individu	<i>Make writing by following procedure text</i>

2. Instrument

 <p>How to make a boil noodle</p>	<p><i>Make writing procedure text by following the picture</i></p>
 <p>How to make a fried noodle</p>	

3. Scoring

No	Aspects of Scoring	
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	20
5	Mechanic	10

Final Score : $C+O+V+L+M = 30+20+20+20+10 = 100$

Bandar Lampung, 2017

Guru Kelas

Mahasiswa Penelitian

Suwito, S.Pd

Rona Nurjanah

NIP: 195901121987011002

NPM. 1311040140

Mengetahui

Kepala SMP N11 Bandar Lampung

Hj. Siti Robiyah, M.Pd

NIP. 196305121984122003



Lesson plan for control class

**Rencana Pelaksanaan Pembelajaran
(RPP 2)**

Nama Sekolah : SMP N 11 Bandar Lampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan)/1

Tema : *How to Make Things*

Aspek Skill : Menulis (*Writing*)

Alokasi Waktu : 2 x 40 menit

A. Standard Kompetensi

1. Mengungkap kan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 6.2 Mengungkap-kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure* dan *report*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu;

1. Mengidentifikasi makna yang terkait dalam *procedure text*.
2. Memahami generic structures dan language features dalam *procedure text*.
3. Membuat *procedure text* dengan tulisan yang benar dan tepat.

D. Materi Pembelajaran

The Procedure Text

The Procedure text is instruction in how to do something through sequence of steps.

Generic Structures of Procedure Text

- Goal : It is contain the purpose of the text
- Materials needed : It is contain of the materials that used in process
- Steps : It is contain of the steps of making something.

Language Features in Procedure Text

Use adverbial of sequences (first, second, third, last...)

Use command (put..., cut....., wash....)

Contoh Procedure Text.

GOAL : HOW TO MAKE A CUP OF COFFEE

INGRIDIENTS :

- 2 spoons of sugar
- One spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURES :

1. Firstly, Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Then Put one spoon of coffee powder into the cup.
3. After that Pour some hot water into the cup.
4. Next Add 2 spoons of sugar into a cup of coffee
5. Finally, stir it well and the hot coffee is ready to drink

E. Metode / Teknik Pembelajaran :

Free writing

F. Media, Alat, dan Sumber Pembelajaran

1. Media : book, picture, white board
2. Alat : White Board and marker
3. Sumber Pembelajaran : Buku Bahasa Inggris SMP kelas IX

G. Langkah-langkah Kegiatan Pembelajaran

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Salam, tegur, sapa	<ul style="list-style-type: none"> - Guru Memberi salam kepada siswa - Guru menanyakan kabar siswa - Guru memberi arahan ketua kelas untuk memimpin do'a - Guru memeriksa kehadiran siswa
KEGIATAN INTI (60 Menit)	
Pre - Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru menanyakan kesulitan siswa dalam membuat procedure text - Guru memberikan penjelasan ulang dan koreksi tentang <i>procedure text</i> yang telah dibuat sebelumnya. 	<ul style="list-style-type: none"> - Siswa merespon pertanyaan-pertanyaan yang di berikan guru. - Siswa mengamati penjelasan dari guru hal-hal yang berkaitan tentang <i>procedure text</i>.
Whilst - Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru memberikan contoh membuat <i>procedure text</i>. 	<ul style="list-style-type: none"> - Siswa mengamati cara membuat <i>procedure text</i>.



	<ul style="list-style-type: none"> - Dengan arahan guru, siswa mencoba membuat sebuah <i>procedure text</i> bersama-sama.
Post-Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru meminta siswa untuk membuat <i>procedure text</i> sendiri. - Guru meminta mengumpulkan <i>procedure text</i> yang sudah di selesaikan di meja. . 	<ul style="list-style-type: none"> - Siswa mencoba membuat <i>procedure text</i> secara individu - Siswa mengumpulkan hasil <i>procedure text</i> yang telah dibuatnya.
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	<ul style="list-style-type: none"> - Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Siswa mendengarkan rencana pembelajaran yang disampaikan oleh guru untuk pelajaran berikutnya.

H. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis teks berbentuk procedure text	Tes tertulis	Tugas Individu	<i>Make writing by following procedure text</i>

2. Instrument

 <p>How to make fried tempe</p>	<p><i>Make writing procedure text by following the picture</i></p>
 <p>How to make a fried egg</p>	

4. Scoring

No	Aspects of Scoring	
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	20
5	Mechanic	10

Final Score : $C+O+V+L+M = 30+20+20+20+10 = 100$

Bandar Lampung, 2017

Guru Kelas

Mahasiswa Penelitian

Suwito, S.Pd

Rona Nurjanah

NIP: 195901121987011002

NPM. 1311040140

Mengetahui

Kepala SMP N11 Bandar Lampung

Hj. Siti Robiyah, M.Pd

NIP. 196305121984122003



Lesson plan for control class

**Rencana Pelaksanaan Pembelajaran
(RPP 3)**

Nama Sekolah : SMP N 11 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX (Sembilan)/1
Tema : *How to Make Things*
Aspek Skill : Menulis (*Writing*)
Alokasi Waktu : 2 x 40 menit

A. Standard Kompetensi

1. Mengungkap kan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 6.2 Mengungkap-kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure* dan *report*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu;

1. Mengidentifikasi makna yang terkait dalam *procedure text*.
2. Memahami generic structures dan language features dalam *procedur text*.
3. Membuat *procedure text* dengan tulisan yang benar dan tepat.

D. Materi Pembelajaran

The Procedure Text

The Procedure text is instruction in how to do something through sequence of steps.

Generic Structures of Procedure Text

- Goal : It is contain the purpose of the text
- Materials needed : It is contain of the materials that used in process
- Steps : It is contain of the steps of making something.

Language Features in Procedure Text

Use adverbial of sequences (first, second, third, last...)

Use command (put..., cut....., wash....)

Contoh Procedure Text.

GOAL : HOW TO MAKE A CUP OF COFFEE

INGRIDIENTS :

- 2 spoons of sugar
- One spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURES :

1. Firstly, Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Then Put one spoon of coffee powder into the cup.
3. After that Pour some hot water into the cup.
4. Next Add 2 spoons of sugar into a cup of coffee
5. Finally, stir it well and the hot coffee is ready to drink

E. Metode / Teknik Pembelajaran :

Free writing

F. Media, Alat, dan Sumber Pembelajaran

1. Media : book, picture, white board
2. Alat : White Board and marker
3. Sumber Pembelajaran : Buku Bahasa Inggris SMP kelas IX

G. Langkah-langkah Kegiatan Pembelajaran

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Salam, tegur, sapa	<ul style="list-style-type: none"> - Guru Memberi salam kepada siswa - Guru menanyakan kabar siswa - Guru memberi arahan ketua kelas untuk memimpin do'a - Guru memeriksa kehadiran siswa
KEGIATAN INTI (60 Menit)	
Pre - Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru memberikan hasil <i>procedure text</i> yang telah dibuat sebelumnya. - Guru menanyakan kepada siswa tentang <i>procedure text</i>. 	<ul style="list-style-type: none"> - Siswa merespon pertanyaan dari guru hal-hal yang berkaitan tentang <i>procedure text</i>.
Whilst - Writing	
Teacher	Students
<ul style="list-style-type: none"> - Guru memberikan ulasan penjelasan tentang <i>procedure text</i>. 	<ul style="list-style-type: none"> - Siswa mengamati penjelasan guru tentang <i>procedure text</i>.
Post-Writing	
Teacher	Students



<ul style="list-style-type: none"> - Guru meminta siswa untuk membuat <i>procedure text</i> sendiri. - Guru memintasiswa untuk mengumpulkan <i>procedure text</i> yang telah dibuat jika sudah selesai di meja. 	<ul style="list-style-type: none"> - Siswa mencoba membuat <i>procedure text</i> secara individu - Siswa mengumpulkan hasil <i>procedure text</i> yang telah dibuatnya. -
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> - Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - - Guru menutup pertemuan dengan salam 	<ul style="list-style-type: none"> - Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. - Guru bersama siswa menyimpulkan hasil pembelajaran hari ini - Siswa menjawab salam.

H. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis teks berbentuk <i>procedure text</i>	Tes tertulis	Tugas Individu	<i>Make writing by following procedure text</i>

2. Instrument

 <p>How to insert sim card in cellphone</p>	<p><i>Make writing procedure text by following the picture</i></p>
 <p>How to charge handphone battery</p>	

5. Scoring

No	Aspects of Scoring	
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	20
5	Mechanic	10

Final Score : $C+O+V+L+M = 30+20+20+20+10 = 100$

Bandar Lampung, 2017

Guru Kelas

Mahasiswa Penelitian

Suwito, S.Pd

Rona Nurjanah

NIP: 195901121987011002

NPM. 1311040140

Mengetahui

Kepala SMP N11 Bandar Lampung

Hj. Siti Robiyah, M.Pd

NIP. 196305121984122003



Appendix 10**PRE TEST**

Name :

Class :

Subject : English

Sub Matter : Writing (Procedure Text)

Time allocation : 2 x 40 minutes

Directions:

1. Write your name and your class clearly on the paper!
2. Use your time effectively!
3. Work individually!

Instructions:

1. Write a procedure text that consists of approximately 50 words!
2. Choose one of the topics below:
 - a. How to send sms
 - b. How to make orange juice
 - c. How to make fried rice

Appendix 11**POST TEST**

Name :

Class :

Subject : English

Sub Matter : Writing (Procedure Text)

Time allocation : 2 x 40 minutes

Directions:

1. Write your name and your class clearly on the paper!
2. Use your time effectively!
3. Work individually!

Instructions:

1. Write a procedure text that consists of approximately 80 words!
2. Choose one of the topics below:
 - a. How to turn on computer
 - b. How to make avocado juice
 - c. How to make fried chicken

Appendix 12

The system scoring of writing

Task Fulfillment / Content

30-24	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
23-18	Good to average: Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
17-10	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
9-6	Very poor : Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very reacted; almost no useful detail
5-0	Inadequate : Fails to address the task with any effectiveness

1. Organization

20-17	Excellent to very good : Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average : Uneven expression, but main ideas stand out;

	paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)
11-8	Fair to poor : Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connective largely absent (cohesion)
7-5	Very poor : Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
4-0	Inadequate : Fails to address this of aspect of the task with any effectiveness

2. Vocabulary

20-17	Excellent to very good : Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
16-12	Good to average : adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
11-8	Fair to poor : limited range of vocabulary; a noticable number of mistakes in word/idiom choice and usage; register not always appropriate
7-5	Very poor : No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

3. Language

30-17	Excellent to very good : confident handling of appropriate structures, hardly any errors of agreement, tense, number, word ,order, articles, pronouns, prepositions; meaning never obscured
16-12	Good to average : acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
11-8	Fair to poor : insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
7-5	Very poor : major problems with structures-even simple ones; frequent errors of negotion, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
4-0	Inadequate : Fails to address this aspect of the task with any effectiveness

4. Mechanics

10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.
------	--

7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.
1-0	Very poor : Fails to address this aspect of the task with any effectiveness

Final Score = C + O + V + L + M

Note:

C : Content (20)
 O : Organization (20)
 V : Vocabulary (20)
 L : Language (30)
 M : Mechanics (10)



Appendix 13

SILABUS PEMBELAJARAN

Sekolah : SMP Negeri 11 Bandar Lampung

Kelas : IX (Sembilan)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (Satu)

Standar Kompetensi : Menulis

- 1. Mengungkap kan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkapk n makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	1.Kalimat sederhana <ul style="list-style-type: none"> ○ <i>imperatives</i> ○ <i>simple present</i> ○ <i>Permohonan</i> 	1. Tanya jawab berbagai hal terkait tema / topik / jenis teks yang akan dibahas.	1. Menulis kalimat pendek dan sederhana	Tes Tulis	Uraian	1. <i>Write simple sentences based on the picture given.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Buku resep bahasa Inggris 3. Gambar -gambar
	2.Teks fungsional pendek : - urat pribadi	2. Mengamati contoh- contoh teks fungsional pendek terkait materi.	2. Menulis teks fungsional pendek dan sederhana	Tes Tulis	Uraian	2. <i>Write a letter based on the situation</i> 3. <i>Write a</i>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berinteraksi dalam konteks kehidupan sehari-hari	- brosur 3. Langkah retorika - surat pribadi - brosur 4. Tanda baca, spelling	a. Menyebutkan ciri-ciri, tujuan komunikatif dari teks. b. Menulis kalimat pendek dan sederhana menggunakan unsur bahasa yang diperlukan. c. Menulis teks fungsional pendek berdasarkan konteks.				<i>letter to your uncle telling him that you want to spend holiday in his town.</i> 4. <i>Write a simple brochure attracting people to a certain place</i>		tentang cara-cara melakukan/membuat sesuatu 4. Gambar terkait tema 5. Realia
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthiness</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								
6.2	1.kalimat acak dari	1. Review	1. Menyusun	Tes tulis	Menyusun	Rearrange the	6 x 40	1Buku teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkap-kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>	<p>teks <i>procedure/report</i></p> <p>2. teks monolog pendek berbentuk <i>procedure/report</i></p> <p>3. <i>Tata Bahasa</i></p> <p>- <i>Simple Present</i></p> <p>- <i>Present Continuous</i></p> <p>- <i>Imperatives</i></p> <p>4. <i>Kosa kata</i></p> <p>- <i>kata terkait tema dan jenis teks</i></p> <p>5. <i>Spelling, Tanda baca</i></p>	<p>berbagai hal tentang teks <i>procedure / report</i></p> <p>- Tujuan</p> <p>komunikatif</p> <p>- Langkah retorika</p> <p>- Ciri kebahasaan</p> <p>2. Mengembang-kan kosakata dan kalimat terkait topik/jenis teks <i>procedure</i></p> <p>3. Menyusun kalimat acak berdasarkan urutan gambar</p> <p>4. Menulis teks <i>procedure / report</i> berdasarkan perintah yang</p>	<p>kalimat acak menjadi teks yang padu berbentuk <i>procedure/report</i></p> <p>2. Menulis <i>essay</i> berbentuk <i>procedure / report</i></p>	Tes tulis	Uraian	<p><i>following jumbled sentences in a good order.</i></p> <p><i>Write a procedure text telling how to operate a computer</i></p> <p>3. <i>Write a report on a certain kind of thing or place around you.</i></p>	menit	<p>yang relevan</p> <p>2. Buku resep bahasa Inggris</p> <p>3. Gambar-gambar tentang cara-cara</p> <p>4. Gambar terkait tema</p> <p>5. Realia</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		diberikan						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui;
Kepala SMP N 11 Bandar Lampung

Bandar Lampung,2017
Guru Mapel Bahasa Inggris

(Hj. Siti Robiyah, M.Pd)
NIP : 196305121984122003

(Suwito, S.Pd)
NIP: 195901121987011002

Appendix 14

EXPERT VALIDATION FOR WRITING TEST

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

No	Questions	Yes	No	Comments
1.	Do the indicators in the test instrument have covered all aspects measured?			
2.	Are the direction and the instructions of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assessment rubric has covered all aspects and indicators measured?			
5.	Is the assessment rubric quite understandable?			

General Comments

Please give any general comment or suggestion you may have concerning this test development.

.....

Date,
 Validator

Suwito, S.Pd.
 Nip.195901121987011002

Appendix 15

The Result of Reliability of Try Out

Reliability Statistics of pre-test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,896	,940	12

Reliability Statistics of post-test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,903	,945	39

Appendix 16

The Result of Readability Instrument

No	Students' Code	Scale					Total	Average
		1	2	3	4	5		
1	T-1	2	2	1	7	2	14	2.80
2	T-2	2	1	1	7	2	13	2.60
3	T-3	2	2	1	3	2	10	2.00
4	T-4	1	2	1	4	2	10	2.00
5	T-5	2	2	1	2	1	8	1.60
6	T-6	2	2	1	2	1	9	1.80
7	T-7	2	2	1	2	2	9	1.80
8	T-8	2	1	1	3	2	9	1.80
9	T-9	2	1	1	3	2	8	1.60
10	T-10	2	2	2	2	1	10	2.00
11	T-11	1	2	1	2	2	8	1.60
12	T-12	2	2	1	3	2	10	2.00
13	T-13	1	2	2	1	1	8	1.60
14	T-14	1	2	1	3	3	10	2.00
15	T-15	2	1	1	2	1	7	1.40
16	T-16	2	1	1	2	1	7	1.40
17	T-17	2	2	2	3	2	11	2.20
18	T-18	1	2	1	2	1	7	1.40
19	T-19	1	1	1	3	1	7	1.40
20	T-20	2	2	1	2	1	8	1.60
21	T-21	2	1	2	5	1	11	2.20
22	T-22	2	2	2	4	2	12	2.40
23	T-23	2	2	2	4	2	12	2.40
24	T-24	2	1	1	4	2	10	2.00
25	T-25	2	1	1	3	1	8	1.60
26	T-26	2	1	1	3	2	9	1.80
27	T-27	1	2	1	3	2	9	1.80
28	T-28	1	2	1	3	2	9	1.80
29	T-29	2	2	2	2	1	9	1.80
30	T-30	1	2	1	2	2	8	1.60
31	T-31	1	1	1	2	2	7	1.40
32	T-32	2	2	2	1	2	9	1.80
33	T-33	1	2	1	1	2	7	1.40
34	T-34	2	1	2	2	2	9	1.80
35	T-35	1	2	2	2	2	9	1.80
36	T-36	1	2	2	3	2	10	2.00

37	T-37	2	2	2	4	2	12	2.40
38	T-38	1	2	1	1	1	6	1.20
39	T-39	2	1	1	1	1	6	1.20
40	T-40	2	1	2	2	2	9	1.80
Total Mean								72.80/40
Mean								1.82



Appendix 17

READABILITY OF THE WRITING SHEET

Name :

Class :

Berdasarkan instrumen tes menulis essay, tolong jawab berdasarkan pertanyaan berikut!

No	Question	Yes	No	Scale (1-10)*	Comment
1	Apakah anda paham dengan petunjuk (direction) no 1?				
2	Apakah anda paham dengan petunjuk (direction) no 2?				
3	Apakah anda paham dengan petunjuk (direction) no 3?				
4	Apakah anda paham dengan perintah (instruction) no 1?				
5	Apakah anda paham dengan perintah (instruction) no 2?				

***1 menjelaskan sebuah soal yang mudah untuk dibaca dan 10 menjelaskan sebuah soal yang susah untuk dibaca**

Appendix 18

Result of the Pre-test in the Experimental Class

Statistics		
	Valid	39
	Missing	0
Mean		57.08
Std. Error of Mean		.770
Median		56.00
Std. Deviation		4.808
Variance		23.112
Skewness		.348
Std. Error of Skewness		.378
Kurtosis		-.414
Std. Error of Kurtosis		.741
Range		20
Minimum		49
Maximum		69
Sum		2226

Appendix 19

Result of the Pre-test in the Control Class

Statistics		
	Valid	38
	Missing	0
Mean		58.37
Std. Error of Mean		.956
Median		58.25
Std. Deviation		5.891
Variance		34.698
Skewness		.336
Std. Error of Skewness		.383
Kurtosis		-.495
Std. Error of Kurtosis		.750
Range		24
Minimum		47
Maximum		71
Sum		2218

Appendix 20

Result of the Post-test in the Experimental Class

Statistics		
	Valid	39
	Missing	0
Mean		78.27
Std. Error of Mean		.542
Median		78.00
Std. Deviation		3.387
Variance		11.472
Skewness		.141
Std. Error of Skewness		.378
Kurtosis		-.168
Std. Error of Kurtosis		.741
Range		16
Minimum		71
Maximum		86
Sum		3052

Appendix 21

Result of the Post-test in the Control Class

Statistics		
	Valid	38
	Missing	0
Mean		71.93
Std. Error of Mean		812
Median		70.75
Std. Deviation		5.007
Variance		25.070
Skewness		.692
Std. Error of Skewness		.383
Kurtosis		-.479
Std. Error of Kurtosis		.750
Range		18
Minimum		65
Maximum		83
Sum		2733

Appendix 22

The Result Normality Test of the Experimental Class and Control Class

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Ex	,129	39	,101	,953	39	,103
	Con	,111	38	,200*	,966	38	,290
	Ex	,082	39	,200*	,987	39	,936
	Con	,140	38	,059	,924	38	,013



Appendix 23

The Result Homogeneity Test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
pre	1,340	1	75	,251
post	5,977	1	75	,017



Appendix 24

The Result of Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	5,977	,017	6,518	75	,000	6,335	,972	4,399	8,271
	Equal variances not assumed			6,486	64,805	,000	6,335	,977	4,384	8,286



Appendix 25

Score Pre-Test Experimental Class and Control Class														
		Content		Organization		Vocabulary		Language		Mechanics		Total		
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	9	11	10	11	10	11	12	13	6	5	47	51	49
2	E-2	13	13	14	12	14	13	15	16	7	7	63	61	62
3	E-3	12	13	12	11	14	13	17	16	7	6	62	59	60,5
4	E-4	14	14	14	14	13	12	20	18	7	8	68	66	67
5	E-5	12	11	12	11	12	11	15	15	7	7	58	55	56,5
6	E-6	13	12	14	11	12	11	14	14	7	6	60	54	57
7	E-7	11	11	12	11	11	10	15	14	6	6	55	52	53,5
8	E-8	12	11	11	10	11	11	11	11	6	5	51	48	49,5
9	E-9	12	10	11	10	12	12	13	14	6	5	54	51	52,5
10	E-10	12	11	12	11	11	10	13	12	7	8	55	52	53,5
11	E-11	12	12	13	12	12	10	13	15	7	6	57	55	56
12	E-12	14	13	14	13	14	13	15	13	7	7	64	59	61,5
13	E-13	12	11	12	11	12	12	11	13	7	7	54	54	54
14	E-14	12	12	10	9	10	10	12	10	6	6	50	47	48,5
15	E-15	11	12	12	11	10	11	15	16	7	8	55	58	56,5
16	E-16	13	12	12	11	11	10	13	12	7	6	56	51	53,5
17	E-17	14	14	14	13	12	11	16	15	8	7	64	60	62
18	E-18	14	12	13	12	14	13	15	14	8	8	64	59	61,5
19	E-19	13	11	13	13	12	12	14	13	7	7	59	56	57,5
20	E-20	13	12	14	12	11	11	13	12	6	6	57	53	55
21	E-21	13	12	12	12	12	12	18	17	8	8	63	61	62
22	E-22	14	13	12	13	11	13	15	13	7	7	59	59	59

23	E-23	11	10	11	11	11	10	17	15	6	6	56	52	54
24	E-24	12	11	13	10	11	11	13	12	7	8	56	52	54
25	E-25	12	12	13	14	14	15	16	16	7	7	62	64	63
26	E-26	14	13	13	13	13	12	16	15	8	7	64	60	62
27	E-27	12	11	11	10	11	10	15	16	7	7	56	54	55
28	E-28	13	12	12	11	12	11	14	13	7	6	58	53	55,5
29	E-29	13	12	12	11	14	15	17	15	7	8	63	61	62
30	E-30	11	12	11	10	11	10	15	14	7	6	55	52	53,5
31	E-31	13	12	13	12	13	13	17	15	8	8	64	60	62
32	E-32	11	10	11	10	11	11	17	15	7	7	57	53	55
33	E-33	10	9	11	8	12	11	15	17	6	5	54	50	52
34	E-34	14	15	15	17	15	13	17	15	8	8	69	68	68,5
35	E-35	13	13	13	13	13	12	17	15	8	7	64	60	62
36	E-36	13	12	12	12	13	13	15	13	8	7	61	57	59
37	E-37	12	11	11	10	11	10	15	14	7	6	56	51	53,5
38	E-38	11	10	12	11	11	10	13	14	6	5	53	50	51,5
39	E-39	12	11	12	11	11	10	15	16	7	6	57	54	55,5
1	C-1	15	16	14	12	12	12	21	19	8	9	70	68	69
2	C-2	13	11	14	13	12	12	14	13	8	8	61	57	59
3	C-3	12	11	11	10	11	10	14	13	7	6	55	50	52,5
4	C-4	14	14	14	11	12	11	13	13	8	8	61	57	59
5	C-5	12	13	12	13	10	11	12	13	7	6	53	56	54,5
6	C-6	16	17	16	15	14	12	18	16	8	8	72	68	70
7	C-7	15	14	12	11	13	11	17	15	8	8	65	59	62
8	C-8	11	12	13	10	11	10	13	11	7	8	55	51	53
9	C-9	12	11	13	12	10	8	17	18	7	8	59	57	58
10	C-10	12	11	12	11	12	12	14	15	8	7	58	56	57

11	C-11	12	10	12	11	11	10	15	17	7	6	57	54	55,5
12	C-12	14	12	14	12	12	10	15	15	6	7	61	56	58,5
13	C-13	14	13	14	13	13	12	15	14	8	7	64	59	61,5
14	C-14	12	11	13	11	11	12	14	13	7	6	57	53	55
15	C-15	12	10	12	10	11	11	12	14	6	6	53	51	52
16	C-16	12	11	13	11	12	12	15	13	6	5	58	52	55
17	C-17	12	11	12	13	13	12	18	19	7	8	62	63	62,5
18	C-18	13	12	12	12	11	11	18	17	6	5	60	57	58,5
19	C-19	12	11	12	11	10	11	14	13	7	6	55	52	53,5
20	C-20	11	10	11	9	12	13	12	13	6	6	52	51	51,5
21	C-21	10	11	11	11	11	11	14	12	7	7	53	52	52,5
22	C-22	15	14	14	13	15	15	18	18	8	7	70	67	68,5
23	C-23	12	11	12	11	11	11	14	13	6	6	55	52	53,5
24	C-24	13	12	14	13	13	12	15	13	7	7	62	57	59,5
25	C-25	14	13	13	14	14	15	17	15	7	8	65	65	65
26	C-26	11	10	11	12	11	11	13	12	7	7	53	52	52,5
27	C-27	10	10	11	9	11	13	14	13	6	5	52	50	51
28	C-28	13	14	13	12	15	13	17	15	8	8	66	62	64
29	C-29	12	12	14	13	12	13	15	16	8	7	61	61	61
30	C-30	9	7	8	8	13	16	11	10	6	5	47	46	46,5
31	C-31	14	13	13	14	12	12	17	17	8	8	64	64	64
32	C-32	14	13	14	11	13	14	17	16	7	6	65	60	62,5
33	C-33	12	11	13	12	12	11	15	16	8	7	60	57	58,5
34	C-34	15	13	13	14	14	12	17	14	8	7	67	60	63,5
35	C-35	13	13	13	13	13	12	17	15	7	7	63	60	61,5
36	C-36	15	16	16	15	15	14	18	16	8	8	72	69	70,5
37	C-37	11	10	11	11	12	11	12	11	7	6	53	49	51

38	C-38	11	12	11	10	12	11	15	13	7	8	56	54	55
Total =		962	915	960	895	930	899	1156	1105	544	522	4552	4336	4444

Note : R1 = The Researcher
 R2 = The English Teacher



Appendix 26

Score Post-Test Experimental Class and Control Class														
		Content		Organization		Vocabulary		Language		Mechanics		Total		
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	14	15	17	16	17	16	23	22	8	7	79	76	77,5
2	E-2	16	15	16	15	16	16	23	24	8	8	79	78	78,5
3	E-3	17	16	16	15	16	16	24	23	7	8	80	78	79
4	E-4	17	16	17	16	17	17	23	23	8	8	82	80	81
5	E-5	16	15	17	16	16	16	23	22	7	8	79	77	78
6	E-6	16	16	16	16	17	17	23	23	8	8	80	80	80
7	E-7	17	16	17	16	17	17	23	22	9	8	83	79	81
8	E-8	14	13	14	13	14	14	22	21	8	8	72	69	70,5
9	E-9	15	14	16	15	15	16	22	23	8	7	76	75	75,5
10	E-10	15	14	15	14	15	15	22	21	9	8	76	72	74
11	E-11	15	15	15	14	15	14	22	21	8	8	75	72	73,5
12	E-12	17	17	17	16	16	15	24	23	9	8	83	79	81
13	E-13	15	14	15	15	15	15	23	23	8	8	76	75	75,5
14	E-14	16	15	16	15	15	16	22	21	8	8	77	75	76
15	E-15	16	15	15	15	16	16	23	22	8	8	78	76	77
16	E-16	15	15	16	16	15	15	23	22	8	8	77	76	76,5
17	E-17	17	16	16	16	17	17	23	23	8	8	81	80	80,5
18	E-18	16	16	16	15	16	16	23	22	8	9	79	78	78,5
19	E-19	15	14	15	15	14	15	22	21	8	8	74	73	73,5
20	E-20	15	15	16	16	16	16	23	23	8	7	78	77	77,5
21	E-21	18	17	19	17	18	19	23	24	9	8	87	85	86
22	E-22	17	16	16	16	16	16	23	22	9	8	81	78	79,5

23	E-23	17	16	17	17	16	16	23	23	9	8	82	80	81
24	E-24	14	14	15	15	15	15	23	22	8	8	75	74	74,5
25	E-25	17	16	17	17	16	16	23	24	9	8	82	81	81,5
26	E-26	18	17	17	17	17	18	24	22	9	8	85	82	83,5
27	E-27	16	15	15	15	15	15	23	22	8	8	77	75	76
28	E-28	18	18	17	17	18	17	24	23	9	9	86	84	85
29	E-29	15	15	16	16	16	16	23	23	8	8	78	78	78
30	E-30	17	17	16	16	17	17	24	23	9	8	83	81	82
31	E-31	16	16	16	15	16	16	23	22	8	8	79	77	78
32	E-32	16	15	15	15	16	16	23	24	8	8	78	78	78
33	E-33	18	17	16	15	18	19	23	24	7	8	82	83	82,5
34	E-34	17	17	16	17	17	17	23	22	9	8	82	81	81,5
35	E-35	15	14	15	15	15	15	22	22	8	8	75	74	74,5
36	E-36	16	15	17	17	17	17	23	22	8	8	81	79	80
37	E-37	15	15	14	15	16	15	22	21	9	8	76	74	75
38	E-38	15	14	15	14	15	16	23	23	8	8	76	75	75,5
39	E-39	16	15	16	16	15	15	22	21	8	8	77	75	76
1	C-1	18	18	18	16	16	15	23	23	8	8	83	80	81,5
2	C-2	15	14	14	15	15	14	18	17	8	8	70	68	69
3	C-3	14	13	14	15	14	15	20	19	8	8	70	70	70
4	C-4	16	15	16	15	16	15	22	20	8	7	78	72	75
5	C-5	15	15	16	15	16	16	21	21	9	9	77	76	76,5
6	C-6	15	14	15	14	16	15	20	19	7	8	73	70	71,5
7	C-7	14	14	15	14	14	15	18	17	6	8	67	68	67,5
8	C-8	15	14	15	14	14	14	16	17	8	8	68	67	67,5
9	C-9	15	14	15	14	14	14	17	16	8	7	69	65	67
10	C-10	16	15	15	14	14	14	20	20	8	7	73	70	71,5

11	C-11	14	13	14	13	15	14	17	17	8	7	68	64	66
12	C-12	14	13	14	13	14	13	18	17	8	8	68	64	66
13	C-13	17	18	16	16	16	15	20	19	8	9	77	77	77
14	C-14	13	14	13	14	14	14	18	17	8	8	66	67	66,5
15	C-15	14	12	15	14	15	16	18	19	8	7	70	68	69
16	C-16	15	15	15	15	16	15	20	21	9	8	75	74	74,5
17	C-17	16	15	15	14	15	14	20	19	8	8	74	70	72
18	C-18	14	13	14	13	15	14	19	18	8	8	70	66	68
19	C-19	14	13	14	14	14	14	17	16	9	8	68	65	66,5
20	C-20	15	14	15	15	15	15	21	22	8	8	74	74	74
21	C-21	14	13	14	13	14	14	17	16	8	6	67	62	64,5
22	C-22	18	17	18	16	17	16	24	23	8	6	85	78	81,5
23	C-23	15	14	15	15	15	15	18	18	8	8	71	70	70,5
24	C-24	15	14	15	15	15	15	19	18	8	8	72	70	71
25	C-25	16	16	15	16	14	15	17	16	8	7	70	70	70
26	C-26	15	15	15	14	14	14	20	19	8	8	72	70	71
27	C-27	14	13	14	13	12	13	20	19	8	7	68	65	66,5
28	C-28	15	16	15	14	15	16	23	22	6	8	74	76	75
29	C-29	14	13	14	13	14	14	21	20	8	8	71	68	69,5
30	C-30	16	17	16	15	15	15	23	23	8	8	78	78	78
31	C-31	15	16	16	15	15	15	22	21	8	7	76	74	75
32	C-32	17	16	17	17	16	16	23	23	7	8	80	80	80
33	C-33	15	14	15	14	15	15	21	20	8	8	74	71	72,5
34	C-34	17	17	17	16	16	16	24	23	9	8	83	80	81,5
35	C-35	15	14	15	14	15	15	19	18	8	8	72	69	70,5
36	C-36	18	16	17	17	17	18	24	22	9	7	85	80	82,5
37	C-37	14	13	14	13	14	14	21	21	8	8	71	69	70

38	C-38	15	14	14	14	14	13	18	17	8	8	69	66	67,5
Total =		1202	1155	1197	1158	1189	1186	1650	1607	624	604	5862	5710	5786

Note : R1 = The Researcher
 R2 = The English Teacher



Appendix 27

The Name of Students' Try out

No	Students' Name	Gender	Code
1	Anas Tsalatsa Putri Alam Sari	P	T-1
2	Anhar Zam-Zani	L	T-2
3	Anisa	P	T-3
4	Aprilia	P	T-4
5	Ayu Listiyani Safitri	P	T-5
6	Della Safira	P	T-6
7	Dila Purwati	P	T-7
8	Dwi Okta Riansah	L	T-8
9	Fahri Fahmi	L	T-9
10	Fikri Permana	L	T-10
11	Flora Tamaro Br Sitorus	P	T-11
12	Gladys Rizkianing Putri	P	T-12
13	Intan Eriana	P	T-13
14	M. Andika Mukti	L	T-14
15	M. Sugi Laksono	L	T-15
16	Nabila Safitri	P	T-16
17	Nofran Fajar	L	T-17
18	Nova Maryani	P	T-18
19	Novia Julianti	P	T-19
20	Okta Yustika	P	T-20
21	Pandu Abiyyu	L	T-21
22	Ratnasari	P	T-22
23	Reni	P	T-23
24	Reni Apriyanti	P	T-24
25	Ridwan Setiawan	L	T-25
26	Rike Safitri	P	T-26
27	Rivaldi Wijaya	L	T-27
28	Rohman Zaelani	L	T-28
29	Sania Dwi Aprilianti	P	T-29
30	Sesi Fresila	P	T-30
31	Shella Meilani	P	T-31
32	Siska	P	T-32
33	Suparna Dinata	L	T-33
34	Tegar Pratama	L	T-34

35	Tiara Puspita	P	T-35
36	Tio Sinaga	L	T-36
37	Tubagus Salim	L	T-37
38	Vintia Ressylia	P	T-38
39	Vonny Dio Quentina	P	T-39
40	Yasmin Aulia Salsabilah	P	T-40



Appendix 28

Documentation in SMP Negeri 11 Bandar Lampung

